

DOCUMENT RESUME

ED 207 400

HE 014 239

AUTHOR Wood, Stayton A.
TITLE A Resource Manual for Designing Training Programs.
INSTITUTION Association of Coll. Unions-International, Stanford, Calif.
PUB DATE 81
NOTE 336p.
AVAILABLE FROM Association of College Unions-International, Box 7286, Stanford, CA 94305 (\$45.00).
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Fraternities; Higher Education; *Leadership Training; Resident Assistants; Sororities; *Staff Development; Student College Relationship; Student Government; Student Leadership; *Student Organizations; *Student Unions; *Training Methods
IDENTIFIERS *Student Activity Directors; Training Materials

ABSTRACT

Since training is an integral and intrinsic component of the college union program and operation, this manual is designed for use by college union and student activities programmers. A section on the training concept and design gives a brief introduction then discusses an approach to planning a training program, seminar planning and development, and a seminar model for training in college union programming. The training process is discussed in terms of: introducing the training experience, development of a philosophy, goal development, program development, group development, staff/career development, training program development, and ending the training experience. A section on resources and readings is also provided. Appendices include: plan of action for training, needs assessment instruments, sample budget for training program, training program announcement letters, workshop design format, sample training program schedules, sample training program timelines, seminar evaluation instrument, suggested supply list for training programs, and a strategy for small group composition. (LC)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED207400

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

*Ann of College
Union International*

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

A Resource Manual for Designing Training Programs

Prepared by: Stayton A. Wood
Southwest Texas State University

© 1981 Association of College Unions-International

Additional Copies May Be Obtained From:
Association of College Unions-International
Box 7286
Stanford, California 94305

ACU

HE014239

Contents

THE TRAINING CONCEPT AND DESIGN

Introduction	1
An Approach to Planning a Training Program	3
Criteria for Training	4
Basic Assumptions for the Development of a Model Training Program	5
Goals for a Training Program	6
Phases of the Training Process	7
Seminar Planning and Development	9
Pre-Planning for a Training Seminar	9
Assessment of Needs	11
Planning Calendar	12
Budget	13
Promotion/Publicity	13
Formats/Structures/Designs	14
Some Random Thoughts for Seminar Planning/Presentation	15
A Seminar Model for Training in College Union Programming	16

THE TRAINING PROCESS

Introducing the Training Experience	21
Considerations for Introductory Session	22
Presenter's Style	23
Small Groupings	23
Exercises:	
1.1 <i>The Overview</i> , Susan Clagett The University of Texas at Austin	25
1.2 <i>Participant Sharing and Input</i> , Stayton Wood, Southwest Texas State University	29
1.3 <i>Talking Duos</i> , ACU-I Core Consultation Team	31
<i>Additional Resources Regarding Introductory Strategies</i>	33
Development of a Philosophy	35
Exercises:	
2.1 <i>Agree/Disagree Regarding Philosophical Base of a College Union</i> , Karen Nixon, ACU-I; Susan Clagett, The University of Texas at Austin	37
2.2 <i>Why Program?</i> , Susan Clagett, The University of Texas at Austin	43
2.3 <i>An Historical Perspective of the Texas Union</i> , Susan Clagett, The University of Texas at Austin	45
2.4 <i>Program Lifeline</i> , Stayton Wood, Southwest Texas State University	47
2.5 <i>Case Studies: Special Organizational Issues</i>	51
General Case Study, William Spelman, University of Rochester	55
City College and Its Community, Ronald C. Barrett, San Jose State University	57

	Newton State University Memorial Union, ACU-I Core Consultation Team	59
	Jones State University, Shirley Bird Perry, The University of Texas at Austin	61
2.6	<i>Organizational Structure</i> , Ethel Wood, Southwest Texas State University	63
Goal Development		65
<i>Exercises:</i>		
3.1	<i>The Organizational Context</i> , Susan Clagett, Shirley Bird Perry, The University of Texas at Austin	67
3.2	<i>Operationalizing Goals</i> , Stayton Wood, Southwest Texas State University	73
3.3	<i>Individual Committee Goals</i> , Karen Todar, The University of Wisconsin, Madison	79
3.4	<i>Prioritizing</i> , ACU-I Core Consultation Team	81
3.5	<i>Setting Group Objectives/Developing Action Plans for a Specific Period of Time</i> , Suzanne Brown, The University of Nebraska, Lincoln	83
Program Development		87
<i>Exercises:</i>		
4.1a	<i>The Student/Staff Partnership</i> , Susan Clagett, The University of Texas at Austin	89
4.1b	<i>The Student/Staff Partnership</i> , Shirley Plakidas, Louisiana State University	97
4.2	<i>Innovation and Trends in Programming</i> , Cora Hilliard, The University of Texas at Austin	101
4.3	<i>Social Influences and Trends in Programming</i> , Hal Weiner, The University of Texas at Austin	103
4.4	<i>The Program Consumer</i> , Hal Weiner, The University of Texas at Austin	105
4.5	<i>Creative Program Design</i> , ACU-I, Core Consultation Team	107
Group Development		111
<i>Exercises:</i>		
5.1	<i>Recruitment/Retention in College Union Programs</i> , ACU-I Core Consultation Team	113
5.2	<i>Assessment of Group Needs</i> , Hal Weiner, The University of Texas at Austin	123
5.3	<i>Stereotyping</i> , Stayton Wood, Southwest Texas State University	129
5.4	<i>Committee Management: Problem Solving</i> , Karen Todar, The University of Wisconsin, Madison	131
5.5	<i>Clarifying Roles of Student Organizations Within a University Setting</i> , Ethel Wood, Southwest Texas State University	135
5.6	<i>Social Influence and Group Membership</i> , Ethel Wood, Southwest Texas State University	141
Staff/Career Development		145
<i>Exercises:</i>		
6.1	<i>Coping</i> , Shirley Plakidas, Louisiana State University	147
6.2	<i>Perspectives on Staff Supervision</i> , Shirley Bird Perry, Susan Clagett, The University of Texas at Austin; Richard Blackburn, Indiana University, Bloomington; Stayton Wood, Southwest Texas State University	159
6.3	<i>Charting a Course for Staff Development</i> , Richard Blackburn Indiana University, Bloomington; Shirley Bird Perry, Susan Clagett, The University of Texas at Austin; Adell McMillan, The University of Oregon; Dr. Joanne Callan	187

Training Program Development	215
<i>Exercises:</i>	
7.1 <i>An Approach to Planning a Training Program, Shirley Bird Perry, Susan Clagett, Cora Hilliard, The University of Texas at Austin</i>	217
7.2 <i>Designing a Training Program, Maggie Hernandez, Susan Clagett, The University of Texas at Austin</i>	219
7.3 <i>Developing an Inventory of Training Needs, Susan Clagett The University of Texas at Austin</i>	225
7.4 <i>Training in Turn, Susan Clagett, The University of Texas at Austin</i>	229
7.5 <i>Contracting, Hal Weiner, The University of Texas at Austin</i>	233
Ending the Training Experience	235
<i>Exercises:</i>	
8.1 <i>The Wrap-Up, Susan Clagett, The University of Texas at Austin</i>	237

RESOURCES AND READINGS

<i>Selected Bibliographies, Shirley Plakidas, Louisiana State University</i>	
General resources on training programs. References on theory and methodology of group processes	241
Volunteerism. Some informal notes. Some basic issues and concerns on volunteerism	243
The Case Method. Some informal notes	245
<i>Suggested Guidelines for Students Seeking Academic Credit for Volunteer Work in the LSU Union, Shirley Plakidas, Louisiana State University</i>	
<i>A Synopsis of Education and Identity by Arthur Chickering.</i>	251
Shirley Plakidas, Louisiana State University	255
Volunteerism, Cindy Woolbright, Trenton State University	257
Additional Resources on Volunteerism	258
Women's Resources, Cindy Woolbright, Trenton State University	259
Training Bibliography, prepared by Archie Copeland, University of North Carolina, Chapel Hill	260
Selected Bibliography, Leadership Development prepared by J. Ryck Luthi, University of Utah	261
Selected Bibliography, Leadership Development and Training prepared by Randy Donant, California State Polytechnic University	264
Training Bibliography, prepared by Judy McCann, The University of Texas at Austin	

APPENDICES

Appendix A-1	Plan of Action for Training	269
Appendix A-2	Needs Assessment Instruments	273
Appendix A-3	Sample Budget for Training Program	281
Appendix A-4	Training Program Announcement Letters	285
Appendix A-5	Workshop Design Format	297
Appendix A-6	Sample Training Program Schedules	309
Appendix A-7	Sample Training Program Timelines	317
Appendix A-8	Seminar Evaluation Instrument	327
Appendix B-1	Suggested Supply List for Training Program	331
Appendix B-2	Strategy for Small Group Composition	335

The Training Concept and Design

PREFACE

This manual is designed for use by college union and student activities programmers who share an interest in the developmental potential of participation by students and staff in the planning and implementing of activities and programs within a campus setting. The material, largely developed and practiced by colleagues in the college union and student activities field, is designed to be used by professionals representing a variety of experience levels and areas of responsibility. While the material is written in programming terminology, it has considerable transfer value to environments involving widely differing group compositions: residence halls, student governments, fraternities, sororities, and other related groups.

The material in the manual is not all-inclusive. It represents the initial stimulus for training program development and for further creation of materials. The contribution and commitment of the writers of the content of this manual have been invaluable. It is hoped that colleagues in the college union and student activities field will gain insights and ideas which will encourage the development and sharing of additional materials, resources, and exercises. This type of exchange will result in experiences that will enhance the lives of the students and staff members involved at all levels within college unions and student activities programs.

ACKNOWLEDGMENTS

The support and assistance of many persons is evidenced in the production of this manual. Particular thanks is expressed to the many professionals in the college union and student activities field who submitted material and shared their experiences in the training area. This publication is really a reflection of their creativity and a representation of the excellence of many college union programs.

This manual was initiated under the leadership of Shirley Bird Perry, former Coordinator of Educational Programs and Services of the ACU-I, and Susan Clagett, past Chairperson of the Commission on Educational Programs and Services. The support, encouragement, and counsel of these individuals have been most influential in its final accomplishment. A special appreciation must be extended to Susan Clagett for her vital assistance in the actual production of the manual.

The manuscript for the publication was reviewed by the program staffs of the Lyndon Baines Johnson Memorial Student Center, Southwest Texas State University; the Indiana Memorial Union, Indiana University; Southwest State University, Marshall, Minnesota; The Wisconsin Union, The University of Wisconsin, Madison; and The Texas Union, The University of Texas at Austin. All of these persons made substantial contributions to the text, and their comments are greatly appreciated.

The staff of the central office of the ACU-I, especially Gay Holliday, Coordinator of Educational Programs and Services, Dr. Chester Berry, Executive Director, and Maria Kent, Editor, have been extremely helpful in both the writing and production of the manual. Their support is most gratefully acknowledged.

Finally, a special thanks is extended to David Price, Coordinator of Publications, The University of Texas at Austin, for his design, layout, and art work of the total manual and to Samantha Ellis for her work in typing the initial drafts.

INTRODUCTION

Training is an integral and intrinsic component of the college union program and operation. Because of the nature of the work, students and staff experience interactions which lead to learning and the shaping of behavior. This developmental process occurs whether an individual or staff unit formalizes training as an identifiable aspect of the college union and student activities organization.

The college union has traditionally provided training opportunities which have become increasingly visible in the last 20 years. In the late 1950s and early 1960s, a number of college union staff members participated in training groups conducted by the National Training Laboratories (NTL) in Bethel, Maine, and in more specialized institutes hosted by campuses such as the University of Wisconsin-Madison, Indiana University, Purdue University, and Cornell University. From these larger, more nationally based programs, representatives initiated several successful regional training efforts for staff and student leaders. Examples of these programs are: the Professional Development Seminars cosponsored for several years by the Association of College Unions-International (ACU-I) and the Texas Union, The University of Texas at Austin; the Region 12 Leadership Labs, presented by the Texas Union; and the Indiana Professional Development Seminar, hosted by the Indiana Memorial Union at Indiana University-Bloomington, for 13 consecutive years.

The Association, advocating the strong philosophical statement of students and staff working in a partnership relationship, initiated and supported a Student/Staff Assembly in the 1960s and 1970s. This week of interaction and structured training experiences for the Association's Regional Representatives, student officers, Committee Chairs, and Executive Committee provided opportunities

for dialogue and communication during those critical days of unrest and confrontation.

As campuses in the early 1970s became calmer and as college union programs grew in number and complexity, the Association responded to an expressed need for more specialized training and resource development in the area of college union programming. A small group of interested professionals gathered in Austin, Texas, in the summer of 1972 to plan and present a regional seminar for students and staff in Region 12. Ed Sigglekow, University of Minnesota; Karen Peterson Simopoulos, Louisiana State University; Jack Sturgell, University of Delaware; and Susan Clagett and Shirley Bird Perry, The University of Texas at Austin, comprised the membership of this pioneering group which became known in the Association as the Core Consultation Team in College Union Programming. In the next few years, the "Core Team" was enlarged to meet an emerging demand for seminars to be conducted across the country. In the years 1972-1976, the Core Team coordinated sessions in programming in every region of the Association, several in conjunction with regional conferences, and offered preconference seminars prior to the ACU-I annual professional conferences in San Francisco, Toronto, Miami, Kansas City, and San Diego.

While an initial emphasis of the Core Team curriculum focused on programming, the content came to include more material related to the development of student leader training programs. As a result of the seminars, additional staff and students with expertise and interest in training became visible in their home settings. These persons contributed time and, more significantly, ideas and information that formed the basis for an extensive collection of training materials related to college union and student activities programming.

In January, 1978, the ACU-I Commission on Educational Programs and Services sponsored and the Texas Union, The University of Texas at Austin, hosted a select group of interested staff for an Institute on Training. A major purpose of this

week-long, intensive session was to bring order to the inventory of college union training materials. This Institute succeeded in identifying goals, content areas, possible resource persons, and a suggested model for training.

Since the Institute, the Association's Education Office and Commission on Educational Programs and Services has given training a position of primary importance for college union and student activities organizations. Workshops, area seminars, drive-in/fly-in sessions, preconference seminars, regional conference programs, and numerous other face-to-face formats are typical. In addition, new emphases involving circulation of printed resource materials, many of which have a training orientation, are now available. The Resource Notebook, a periodic compilation of resources and articles written by colleagues representing a variety of responsibilities, is a good example of these new materials.

Most significantly, training programs are becoming a much more visible, viable, and routine part of the individual college unions. To assist in this process of training students and staff, the Commission established the publication of this manual as a priority for the 1980 year.

AN APPROACH TO PLANNING A TRAINING PROGRAM

The exercises and resources in this manual have been utilized as a part of training programs established within a particular college union or have been developed for use in an ACU-I seminar. Where possible, the writer, originator or adapter of the material is listed. The individual or group cited provides an excellent contact for additional information regarding the material.

While the information included is intended for use by programming groups, it should be readily apparent that it transfers to other training settings. For example, several exercises have been used successfully to train student employees,

new and experienced staff members, fraternity and sorority groups, student organizations, and student government. In those cases where the resources have been adapted for use by other organizations, it is indicated as such.

The training manual is organized according to the training program model developed by the ACU-I Institute group in 1978. The user of the material is advised that this is only a suggested format and should be utilized as such. The arrangement of topics, the content areas covered, and the appropriate techniques used should be determined by a planning group after careful assessment of its particular campus and group for whom training is being developed. There are, however, several criteria, assumptions, and goals for training which are applicable to most training situations.

Criteria for Training

In developing a strategy for a training program, a number of criteria, or standards, are important for the planning group to consider:

1. Is the material transferable and adaptable to many diverse organizations.
2. Does the content material anticipate a wide variety of predictable training needs based on what is known about the group for whom the training is being planned?
3. Are topics for which training is intended introduced in a sequence that matches the level of sophistication of the trainee? Can a cycle of training for the group be evolved?
4. Is there appropriate balance between content areas which are more philosophically oriented and those which relate to practical, nuts and bolts, type of information?
5. Does the training cycle flow from general to specific in a logical manner?
6. Are there varied strategies and approaches in presentation of material?
7. Does the training experience allow for a growth experience at all stages of involvement from interviews and selection to departure from the organization?

8. Is there sensitivity to the fact that training occurs in both formal (retreat or seminar) and informal (casual conversations) settings?
9. Is the impact of training evidenced in the excellence of the organization? Are members more competent and programs more effective? Can results be measured through both quantified research and observation?

Basic Assumptions for the Development
of a Model Training Program

In the evolution of a training program it is important for the planning group to carefully consider underlying assumptions for the training effort. These assumptions may vary from one setting to another, but there are shared commonalities. In the years of experience in conducting training programs through the Association of College Unions-International, professionals have identified several basic assumptions about training. These were formalized during the 1978 Leadership Institute.

1. The college union has an inherent responsibility for training and developing students and staff.
2. Training in the college union setting is conducted for a group which is primarily task-oriented, i.e., there are certain action expectations and definite goals to be accomplished. (For example, the union Program Council has a definable task of coordinating programs for a specific population.)
3. Training in the college union setting is primarily designed for groups composed of students and staff in an academic environment.
4. Training is designed for groups that are continuous, ongoing organizations with a definite history that spans several months, an academic year, or a calendar year.
5. Student leaders receiving training in the college union have "in-turn" responsibility for the functioning of another group, i.e., a Program Council with chairpersons responsible for the functioning of other groups, such as their respective committees.
6. Participation in some form of training is an expectation for the individuals who become a part of the organization.
7. Training is closely linked to the values of the institution, the organization and the individuals involved.
8. Training should be viewed as a comprehensive/total calendar unit with a specific timeline developed for sequencing.

Goals for a Training Program

In approaching the development of a training program, a planning group should carefully consider the consolidation of its underlying assumptions and values for training into comprehensive goal statements. Using the assumptions outlined above goals statements might be written as follows:

Overall Goal of a Training Program: To enable participants to develop maximum competence in order to achieve the goals of the organization most effectively.

Specific Goals or Objectives:

- I. To understand and be committed to the philosophy and goals of the organization and its various components.
 - A. Acquire a historical perspective of the organization and relate that perspective to the current time period.
 - B. Focus on the organization goals.
 - C. Examine and strive to understand the relationship of the organization to its broader environment.
 - D. Learn how to establish, review, reevaluate, and utilize goals and objectives as they relate to the organization and to the individuals in it.
- II. To move toward an understanding and application of the skills necessary for effective group functioning.
 - A. Improve individual and group communication skills.
 - B. Acquire time management skills.
 - C. Recognize different leadership styles and their general impact on individual and group behavior.
 - D. Move toward the development of effective decision-making processes/skills.
 - E. Review motivational theories and relate these theories to the organization and individuals.
 - F. Develop a climate for creative thinking/functioning.
 - G. Develop skills in the management of conflict.
 - H. Strive for the improvement of one-to-one relationships.
 - I. Develop effective ways of giving and receiving praise and criticism.
 - J. Focus on how and when to evaluate individual and group performance.
- III. To gain the practical information and skills necessary to accomplish the organization's goals.
 - A. Identify and learn ways to effectively use internal and external resources.
 - B. Acquire skills and expertise required for sound fiscal management, including development of budgets, financial reports, etc.

- C. Obtain important information regarding the organization, including organizational charts, procedures, unique communications networks, etc.
- D. Develop a familiarity with relevant policies and procedures which impact the organization.
- E. Learn ways to utilize appropriate needs assessment instruments and evaluation techniques.
- F. Develop an expertise in areas which have relevance for the organization, i.e., promotion and publicity.

Phases of the Training Process

When goals have been determined for the training program, an important next step in the planning process is the identification of specific content areas to be included in the program. Of equal significance is the sequencing of these content areas, i.e., the timing of the introduction of the various topics to be included in the training program. Leadership Institute participants defined four segments or blocs based on a continuing cycle. These phases parallel the career of an individual within an organization as a volunteer or as a professional staff member.

These blocs are listed below along with relevant training topics.

I. PHASE I; Recruitment and Selection

- A. Needs assessment (sensitivity to constituents)
- B. Information about the organization
- C. Interviewing skills, procedures, and preparation
- D. Promotion and publicity
- E. Criteria for selection (job description, etc.)
- F. Effective notification of acceptance or rejection
- G. Communication (verbal and nonverbal)

II. PHASE II; Orientation/Entering

- A. Human and material resources
- B. Modeling
- C. Transition
- D. Assessment of skill level
- E. Feedback
- F. Establishing goals
- G. Teaching policies/procedures
- H. Teaching history, philosophy and purpose of organization
- I. Personal/Time management
- J. Board organizational context
- K. Creativity
- L. Motivation
- M. Styles of leadership

- N. Agenda setting
- O. Student/staff relationship
- P. Collaboration/cooperation/coordination
- Q. Committee management
- R. Calendaring/pacing
- S. Observing group climate
- T. Conflict resolution
- U. Awareness of self in relation to role

III. PHASE III: Ongoing Phase

- A. Delegation
- B. Accountability
- C. Performance evaluation
- D. Crisis management
- E. Creative problem solving
- F. Bureaucracy
- G. Creativity
- H. Coping mechanisms/competition
- I. Motivation, including retention
- J. Reassessment of goals
- K. Leadership development
- L. Renewal and revitalization
- M. Recognition and rewards
- N. Recordkeeping, data gathering
- O. Team building
- P. Career development
- Q. Values clarification
- R. Risk taking

IV. PHASE IV: Concluding/Transitional Phase

- A. Overall evaluation
- B. Reward and recognition
- C. Debriefing, exiting, personal adjustment
- D. Ethics of leaving
- E. Redirection, rerooting, follow-up

If these four phases are matched to the calendar of the term of office of the group being trained, a structure exists from which to evolve the particular focus of the training program. The obvious next step is the determination of strategies for presenting the topics to be included in the program. A number of methods have been developed from experiences offered by the Association and from publications of other trainers. These techniques and strategies for training are included in Section II of this manual, "The Training Process."

SEMINAR PLANNING AND DEVELOPMENT

While it is accepted that training can and should occur in many formats and settings, both formal and informal, it is perhaps more convenient to discuss specifics of training program planning and development by focusing on a single format. Because of the popularity and familiarity of the training seminar or workshop presentation format and because the principles involved in the planning and coordination of a seminar apply to a similar process for any training experience, this format has been selected for exemplary discussion.

Preplanning for a Training Seminar

There are specific, ordered steps which must be taken in approaching a training program. As outlined previously, these may be considered in terms of: (1) assumptions/values for the program; and (2) determination of goals for the program; (3) blocking the phases of training; and (4) selecting the content areas to be covered in the various blocs. These steps may logically be approached by a planning group by posing key questions to be answered by the group. In the responses to these questions lies the structure for a quality program.

WHO? The Human Components of a Training Program. Who has the responsibility for training and development? Who is trained? Who conducts the training program?

If a basic assumption for training is that the college union has a definite responsibility in this area, it follows that college union staff have the major role in the training process. In this role, staff become more accessible and the likelihood of their being stereotyped by students is reduced. Staff become viewed as a team of individuals that students can model in behavior and can be criticized without involvement in particular personalities. The participation of the student leader of the Program Council or Board in the training process is also extremely important. Such involvement affords the student an opportunity to gain greater perspective of the total program and to share responsibility for the training efforts.

WHY? The Goals of a Training Program. What are the purposes and desired outcomes of the training process?

One of the most effective questions to pose is: "Why not train?" The answer is that investment of time and money in the training process is very low in comparison to the high cost of not preparing students and staff for their responsibilities.

WHAT? The Content of a Training Program. What do students and staff need to know in order to better fulfill their job responsibilities?

This phase of the training program requires attention to assessment of needs. Probably few things are more significant in planning a training effort than asking current or outgoing programming group members what they needed to know at various stages of their term in order to have avoided difficulties encountered. This type of dialogue can form the basis for an initial training effort. While one never develops a "perfect" training design, a good workable model does evolve over a few years' time. This training structure can be modified each year to accommodate needs of the particular group and time, but such changes are often minor.

WHEN? The Timing, Chronology and Emphasis of a Training Program. What needs to be taught when, in what order, and to what extent? What is important for spring/summer/fall? How to decide?

Timing is critical in planning training experiences. For example, it is necessary to consider what a student chairperson can retain over the summer months or what might be more effective if saved for fall training sessions. Anxiety levels are important to remember also. It might be well to begin sessions with material that is less threatening and overwhelming. For example, a student committee chair may not be ready to discuss programming trends at the outset of her/his terms because of a more immediate need to know fundamental information such as the location of the pencil sharpener! The amount of time spent on each subject indicates to the trainee the importance the organization attaches to the topic. Be sure that the timing matches the degree of importance of the material.

HOW? The Methodology for Training. What are some of the most effective means for relaying information?

This phase of the training planning process is often the most confusing to college union staff because they feel they lack needed teaching skills and experiential background. In confronting this potential dilemma, programmers should follow basic planning process concepts and break the total effort into smaller, more manageable parts. Staff should not feel they must utilize fancy or complicated techniques. Clear, simple methods are often far more effective. The responsibility for training is not completely placed on the staff. Student and other staff participants are often able to contribute their own experiences and knowledge. It is critical in any training methodology to keep good, written records. A written account of an exercise process and outcomes is invaluable in future training efforts.

Less experienced trainers may encounter the pitfall of attempting too much at one time. Several unions, for example, have coordinated lengthy, exhaustive training programs only to find that much of the potential impact was lost. Pacing and avoidance of overkill are critical in training methodology.

HOW WELL? The Evaluation of the Training Effort. How to determine the success of the training program? What are some indicators of success?

While every training program tends to involve a formal evaluation instrument, perhaps the most effective means of evaluation is reflected in how students and staff react and respond in their role. The impact and benefit of training are more cumulative, and participants often do not perceive the extent of the experience immediately after the training program. New programs should be based on successes and failure of training efforts as evaluated over the entire year or term. Evaluation is closely related to goal setting. If, for example, a planning group sets specific, attainable goals with well-defined criteria for reaching these goals, there immediately exists the basis for solid evaluation of the program. Training can be effectively evaluated in terms of the specific group and setting for which it is designed. What constitutes success on one campus may not apply in another environment. Most important, the overall training effort should be considered in evaluative efforts.

An evaluation instrument for a single training experience is included as Appendix A⁸.

These steps in the preplanning phase of seminar coordination are outlined in Appendix A¹, A Plan for Action for Training.

Assessment of Needs

After determining seminar goals, it is particularly helpful to involve participants in formulating specific program content. While this can be accomplished in numerous ways, one successful method has been the use of "Interest Inventories" and related preassessment instruments. Such techniques often reveal participants' interests and expertise which then can be incorporated into the seminar program. Most important, participants can be asked to facilitate a session in a specific area based on their expressed interest or expertise. Such involvement increases participants' commitment to the training program and does much to contribute to a positive, shared responsibility for the success of the program. Sample needs assessment instruments and interest inventories are included as Appendix A².

Planning Calendar

The successful coordination of a seminar requires close, careful, sequential planning by the individuals responsible. The following planning calendar is suggested as an aid in determining general time frames and responsibilities. The cycle is, of course, based on the preferred, ideal situation. Under certain conditions, seminars may of necessity be prepared in a more concentrated period of time. In any case, the same basic steps are recommended for maximum impact of the seminar experience.

<u>Activity</u>	<u>Responsibility</u>	<u>Calendar</u>
Initiation of Seminar	Determination of goals and assumptions	8 weeks prior
	Assessment of needs and interests	8 weeks prior
	Development of budget	8 weeks prior
	Arrangement of site, food, housing	8 weeks prior
	Contracting of consultants	8 weeks prior
Promotion/publicity (if appropriate)	Brochure (if desired)	6-8 weeks prior
	Letter to potential participants outlining seminar goals, content, location, registration fee, etc.	4 weeks prior
	Letter to participants including pre-seminar reading, materials	2 weeks prior
Registration (if necessary)	Procedures/accounting/fund handling	2 weeks prior for deadline
Duplicated materials	Participant notebooks	2 weeks prior
	Resource materials	Collect 2 weeks prior
Equipment and supplies	Determine amount and type	2 weeks prior
	Arrange for delivery and set-up	Week of seminar
Program design	Format, sequencing, and presentation	2-4 weeks prior
Housekeeping details	Transportation	2 weeks prior
	Communication with various campus authorities, e.g., security	2 weeks prior
	Provision of information, medical, telephone, emergency	2 weeks prior
	Determination of small groups for sessions and/or other seminar assistance	Week of seminar

<u>Activity</u>	<u>Responsibility</u>	<u>Calendar</u>
Housekeeping details (con't)	Nametags for participants	Week of seminar
Evaluation	Conduct	During seminar
	Compile and distribute results	Within 2 weeks of seminar
Follow-up	Payment of expenses	Within 4 weeks
	Thank yous and other amenities	Within 4 weeks

Budget for the Seminar

Budgeting for a training program can be a variable component of the planning process. Obviously, the type of budget hinges on the nature of the training. The ACU-I Coordinator of Educational Programs and Services has developed a budget format which allows for flexibility in financial planning. A completed sample of a training seminar budget used for an Association seminar is included as Appendix A³.

Promotion/Publicity

The extent to which a training program is promoted depends to a large degree upon the group for which training is being planned. Regardless of the extent of publicity or the nature of the group, it is extremely important for participants to have complete and detailed information in advance of the seminar. Information may be in letter form with specific instructions for planning for seminar attendance, or it can be in announcement form. A combination of these two formats would be advisable. Participants should know what program they are to attend, where the program will be held, the purposes of the seminar, who will be presenting sessions and why, and how to prepare themselves for maximum benefit. This information holds true if the seminar is for a noncontinuing group or for an ongoing programming group. Sample advance information communications are included as Appendix A⁴. These communications might include directional maps, preseminar reading, and other related materials.

Formats/Structures/Designs

Many training programs may not realize their potential because of "loose" organization and failure of the presenters to understand the program's conceptual framework. Trainers who assisted with the myriad of training programs coordinated by the Association of College Unions-International evolved a standard method of structuring their training endeavors. In effect, this structure provides a sort of "road map" or "script" which is invaluable for keeping each person aware of the orientation of the program. While the process of developing these formats is time-consuming initially, the result is a clear comprehension of the relationship of each part of the training seminar and a listing of the options available for implementation. As a trainer becomes more sophisticated and experienced, he/she may not need such a formal outline of the training program. The process, while often frustrating, is rewarding in the long run. Appendix A⁵ represents a complete seminar design for a program conducted in 1975 by the Association for Region 12 in Hot Springs, Arkansas. In reviewing this design, special attention should be directed to the format in which the program is written. The replication of this exact seminar is not necessarily advocated.

Once the seminar program is completed, it is important to consider the method by which the program will be made known to the participants. The beginning trainer may want to provide participants with a fairly detailed outline of the training program. Such an outline may be a complete detail of the flow of the session topics. As one becomes more experienced, the schedule may become flexible. Such flexibility permits the facilitator to introduce material as needed to the training program, rather than having to be constrained by a rigid schedule.

There are a number of seminar schedules and formats included in Appendix A⁶. These are described for reference. They represent the needs of the particular group

involved at that particular time, and they are not intended as models for duplication. Their format and sequence may be useful, however.

Appendix A⁷ represents a more comprehensive training calendar as developed by the Texas Union at The University of Texas at Austin and the Lyndon Baines Johnson Center at Southwest Texas State University. These models present examples of year-round training cycles.

Some Random Thoughts for Seminar Planning/Presentation

As a result of the years of training programs conducted for college union and student activities programmers through the ACU-I, there are a number of helpful hints which should be considered in seminar or other training program presentations.

1. Use of Seminar Time. Training sessions are usually planned on a rather tight schedule. It is important to insure that sessions begin on time and that participants do not have excess time that could be used more productively. It is also important for trainers to participate in the seminar completely. "Skipping out" on sessions tends to be noted by participants and results in their behaving in a similar manner.

Meal times and recreation times should be used as a part of, rather than an adjunct to, the seminar program. These times of association are often valuable for sharing information in a more casual, informal way.

2. Physical Set-up for Training. The physical set-up for training is extremely critical in the effectiveness of the program. Amenities regarding food and housing are particularly important. It is usually recommended that participants be housed at the site of the seminar, although there have been successful seminars to which participants commuted. This has been the case especially in large cities. It is important that participants experience as much of the seminar as possible as a unit separate from their daily routines. Meals should be planned to be served quickly in locations accessible to the meeting area. Avoid heavier foods in favor of light snacks for refreshment breaks. This is particularly the case for afternoon breaks. For programs in which expense is a major factor, it is sometimes workable to arrange for prepackaged food that can be prepared in a small amount of time by groupings of participants arranged in advance. This group effort creates spirit and enthusiasm.

The arrangement of the meeting room itself is critical. Sometimes the lasting impression of the training experience is directly related to the initial reaction of a participant on entering the meeting room. It is suggested that tables be used for the first sessions. This provides a sense of security for participants, particularly if they do not know one another well. Later the tables can

removed in favor of more informal groupings of chairs and for small group work. Participants may be provided notebooks which can be in place on the tables, although some trainers prefer to distribute these during the opening session. There should be something on the tables to indicate seating, e.g., pencils, notepaper, etc. The tables should be arranged for close proximity in seating of the participants to the presenter. Often an easel with newsprint or a chalkboard or both is located at the front of the room. Tables for resources etc. may be arranged for the participants use according to the needs and desires of the presenter. The groundrule for the arrangement of the room is to convey the feeling that the participants are expected and that work is to occur. An ambience of looseness can result in discouraging the participants from taking the experience seriously. More comments will be made regarding this aspect of training in a later section.

3. Opening and Closing Sessions. An old axiom in music is to remember that if a piece opens and ends on a pleasing note, the audience will often overlook the mistakes that may occur in between! There is some similarity regarding training programs. The beginning and ending sessions are critical. Considerable attention will be given to these times during the discussion of the specific training materials in a later issue of this notebook.
4. Resource Materials. Trainers should be sensitive to materials being utilized by other training programs. Avoid repetition and duplication of information. It is important, however, that participants have take-home materials for later reference. The participants' notebook provides the chance to collect much of this type of information. Handout materials should be designed for transferability to situations that the participants will encounter in their work environments. The specific nature of these materials will depend on the purpose and orientation of the specific training program. Examples might be: chair notebooks, exercise suggestions for use with committees, articles related to programming, suggestions for group development or committee management, etc.

A SEMINAR MODEL FOR TRAINING IN COLLEGE UNION PROGRAMMING

The ACU-I Leadership Institute developed a seminar model for use in training students and staff. This model represents a combination of many of the assumptions, values, goals, and content areas felt to be important in a balanced training effort. Some of the topics might well be separated by a planning group for presentation in one-hour, one-half day, or several-day settings. Some portions of the model are well suited for a written or audiovisual presentation. The format of the presentation is most effectively determined by the planning group. The topics themselves,

however, are considered to be important in achieving excellence in training within a college union and student activities program setting. The model is posed in the format of a 3-day formal seminar.

MODEL PROGRAM DESIGN

Day #1

2:30 - 3:30 p.m.

Overview. (Including background of seminar, review of seminar goals based on participants' needs assessments, introductions: get acquainted, establishing groundrules, group climate, housekeeping details).

3:30 - 5:30 p.m.

Bloc I: Establishing a Philosophy. General focus: Emphasis on higher education, college union, student development, cocurricular, volunteerism, etc. Content should tie into general concept of personal and professional goals and decision making, intellectual/cultural/career development. Consideration should be given to stretching and broadening minds/personalities/interests/relationships/experiences. Some sample questions: What does it mean? What's in it for all of us?

Specific focus: Suggest use of activity-related groups to establish commonalities (needs/goals/purposes/problems) and to examine topic of collaboration.

5:00 p.m.

Free Time: Structured (informal association exercise to better acquaint participants; happy hour; etc.)

5:30 p.m.

Free Time: Unstructured (participants allowed to select from various recreational opportunities at site or to have some time alone).

6:00 p.m.

Dinner

7:00 p.m.

Bloc II: Goal Development. This bloc focuses on writing and operationalizing goals for an organization and serves as a bridge between philosophical topics and actual practice. Discussion might center on: motivation, team-building, creativity/change/problem solving, productivity/quality/standards, individual development, evaluation. The general topic of WHY SET GOALS? is of interest.

HOW TO SET DIFFERENT TYPES OF GOALS? Consideration is important in regard to routine, problem-solving, innovative or creative, group growth/process types of goals.

HOW TO USE GOALS? The relationship of goals to the on-going organization, the ability to modify or change goals, and means of measuring effectiveness are topics for concern.

9:30 p.m.

Social Period

Day #2

8:00 a.m.

Breakfast

9:00 a.m.

Bloc III: Group Development. The topics considered in this bloc relate to attracting people to the organization. Some discussion areas might be: interviewing (pre/actual/post), marketing the organization, image/PR/viability, contracting, training new members, the process of training.

10:30 a.m.

Refreshment Break

10:45 a.m.

Bloc III Group Development. A second area of group development focuses on the actual functioning of a group once its members have been recruited. Several options for discussion can be made available during this time: motivation, feedback, committee management, effective meetings, leadership styles, listening, conflict management, communication, decision making.

These topics in group functioning can be offered in several optional rotational sessions of one hour to one and one-half hour in length. Participants are able to select topics of interest to them. The facilitators can determine the specific topics to be included based on information obtained from the needs assessments and interest inventories obtained from the participants prior to the seminar.

11:00 a.m.

Option A: Participants choose from one of the several topics outlined above.

12:30 p.m.

Lunch

1:30 p.m.

Option B: Continuation of Topics in Bloc III

3:00 p.m.

Refreshment Break

3:15 p.m.

Option C: Continuation of Bloc III

4:45 p.m.

Free Time

6:00 p.m.

Dinner

7:00 p.m.

Bloc IV: Program Development. Participants are asked to consider the general area of program development from several perspectives: trends or relating programs to the larger society; resources or identifying the best places to go for program ideas and implementation; and special interest groups or the opportunity to focus on a narrowly defined program area for in-depth learning, e.g., film, concerts, symposia, etc.

Suggested time frame for the evening might be:

7:00 p.m.	Trends
8:00 p.m.	Resources
8:30 p.m.	Special Interest Groups (two rotations of groups to allow participants to attend at least two sessions)

10:00 p.m.

Social PeriodDAY #3

8:30 a.m.

Breakfast

9:30 a.m.

Bloc V: Development of a Training Program. The process used in developing the ACU-I Leadership Institute seminar model is suggested as an exercise for participants for the development of their own training programs.

11:30 a.m.

Lunch

12:30 p.m.

Bloc VI: Career Development. This bloc focuses on individual skills identification. The relationship of skills to current work and possible career choice or career change and the development of goals for the future are important topics.

2:00 p.m.

Wrap-Up and Evaluation

● The Training Process

The materials contained in this section of the training manual are presented according to the organizational context of the training program model outlined in Section I. The various content areas are categorized as follows:

- A. Introductory Strategies
- B. Development of a Philosophy
- C. Goal Development
- D. Program Development
- E. Group Development
- F. Career Development
- G. Development of a Training Program

Within each of these broad areas are contained specific strategies which are useful in training settings for college union and student activities staff and students. Each subsection is introduced by a short resume of general information to assist in selecting the specific approach of most value for the trainer.

INTRODUCING THE TRAINING EXPERIENCE

It is impossible to overemphasize the significance of the initial contact with participants in a training setting. As outlined earlier, pretraining communications and assessments of participant needs are vital in the overall design of the training program. The procedures implemented after the participants arrive at the training location are of equal importance, if not greater. It could be said that much of the success of the training experience may be determined by the impressions the

participant receives on arrival at the training site. Many times a well-considered program does not realize its potential because of items thought to be minor. These may include the appearance of the room, the arrangement of furniture, the availability of materials, the lack of clarity by the presenters of the purposes and design of the program, the failure of the participants to understand who the presenters or other participants are, or any number of other items. There is one well-recognized trainer within the ACU-I who can be found just prior to any training program shifting furniture and insuring that the pencil points at the various places are all pointed in the same direction! While this perfectionism has earned this individual the good-natured jesting of colleagues, it has also produced excellent programs. Few things are too trivial to consider in planning for the initial face-to-face contact with participants in a training program.

Considerations for Introductory Session

Room Arrangement

- Is it in good condition with materials and furniture in order?
- How are the acoustics? Can everyone be understood clearly?
- Are tables and chairs arranged near the presenter?
- Can furniture be moved to accommodate various group configurations?
- Is the room accessible to water fountains, restrooms, dining facilities?

Initial Materials (See Appendix B¹ for a suggested supply list)

- Is media equipment available and arranged?
- Have newsprint, markers, chalkboard been provided?
- Do participants have pencils, paper?

Participant Notebooks

- Have notebooks been prepared for each participant?
- When will notebooks be distributed?
- Is basic information such as schedules, recreation facilities, expectations included initially?
- Has space been provided for addition of resource materials during the training program?

Presenter's Style

It is important that the opening session of a training experience be comfortable for the participant and the presenter. A casual, conversational style is most effective in setting the tone for the entire training program. While the presenter may begin by using a lecture or other formal presentation platform, it is advisable to gradually move away from it during the course of the session. Since training involves close contact and communication with participants, the presenter should establish this type of relationship as early as possible in the session. It is also important to avoid arousing insecurities by posing deliberately threatening situations to participants. Since most persons are in a new environment, they may already be somewhat unsettled. A good ground rule to employ is that the presenter initially do whatever he/she asks of the participants. For example, if there are self-introductions, the presenter should introduce him/her self first, thereby setting the tone and suggesting the content for the others. Quite often, it is good to include demographic information regarding the participants, e.g., number of students, number of staff, hometowns, states represented, classifications, leadership roles, male and female ratio, and majors. If this precedes the introductions, this information generates more interest among the group.

Small Groupings

Many times in the course of a training seminar it is necessary and advisable to utilize small groupings of participants to accomplish specific purposes. While this may seem to be a fairly perfunctory task within the overall training plan, the manner in which this grouping is done will contribute or detract to the success of the seminar program. There may be a tendency to arrange one set of small groups and maintain this set throughout. Avoid this pattern in favor of a systematized

method which would allow each small group to include a new mix of participants. In some settings it may, for example, be useful to have a small-group arrangements in which participants are mixed by sex, position, and experience. Appendix B² suggests a possible strategy for arriving at various small-group breakdowns.

In this section there are numerous suggestions for strategies for introducing the training program. While this list is certainly not exhaustive, it represents techniques that have been used effectively in college union and student activities settings. Selection of approach depends finally on the nature of the program, the size and make-up of the group, and the style of the presenter.

Introduction

THE OVERVIEW

1.1

Goals:

1. To provide a broad overview and background information on the training program.
2. To review participants' general areas of interest.
3. To share the goals and organization of the program.
4. To clarify any tactical or "house-keeping" needs.

Physical Setting:

Although any number of physical arrangements are possible, it is preferred that the opening session of the program be somewhat formal and structured. This tone can be reflected in the room arrangement as evidence of the organization, preparation, and thoroughness already invested in the content of the program.

The following diagram is one such setting. It is advantageous in that participants are seated in circular fashion and can see one another as well as the group leader. Workshop notebooks and pencils can be placed at each chair setting to create an atmosphere of purpose and seriousness when participants enter the room for the first time.

TIME REQUIRED

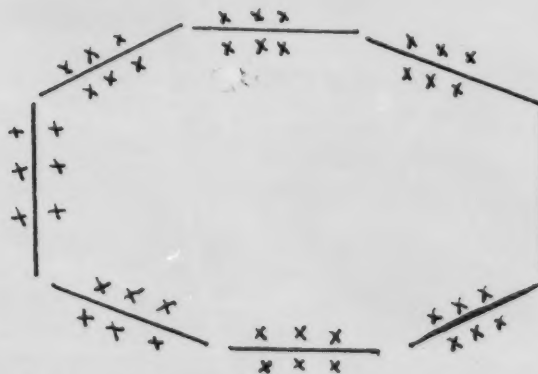
- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited



XX Art Pad w/easel

00 Group Leader

Chalkboard

Exercise 1.1

Note: It is not expected that the same arrangement be retained throughout the workshop. As participants move around to take part in various exercises, and as they come to know one another better, it is likely that a more informal, casual setting will evolve.

Materials:

1. Blackboard, chalk, eraser
2. Art pad with easel
3. Table lecturn
4. Workshop notebooks and pencils
5. Art pad sheets outlining subjects to be covered in this opening session should be posted on the walls of the room: session goals, summary of expressed interests, program organization plan, etc.
6. Materials posted on art pad sheets can be duplicated in advance for inclusion in participants' notebooks. This eliminates the need for participants to take notes during the session.
7. Cards with large easily read numbers 1, 2, 3, 4, etc., can be posted on the walls to indicate meeting locations for small groups. These groups can be used in later sessions as well.

Procedure:

Many options are available to the leader conducting the "Overview" session. Training programs will vary, so it is important to weigh each individual situation in designing the introductory session. The leader can select from among the following topics listed in sequential order:

1. Welcome. The leader can offer the welcome to participants on behalf of the host school, the region, the planning committee, the local union, etc.
2. Who Is Here? Since participants may have different backgrounds or come from several institutions, it is important they know something about the profile of the group of which they are a part:
 - A. Demographic Data. A few interesting facts can be quickly presented:
 - (1) Total number of participants
 - (2) Total number of schools represented (two- and four-year)
 - (3) Total number of students and staff
 - (4) Total number of males and females
 - (5) Total number of years of staff experience
 - (6) Positions represented/states/ACU-I regions

Exercise 1.1

- B. Self-Introductions of Participants. It is important to break down the identity of the group early, especially since the "Overview" is centered on the group leader. Having participants quickly identify themselves by giving name, school, and college union position allows for a change of pace and usually results in some humorous comment which relaxes the group and helps maintain interest in the session. It is often helpful to ask participants to include a personal item such as favorite junk food or movie to further assist in personalizing the information shared. Presenters should also participate in self-introductions.
3. Background Information on the Training Program. In order for participants to have full perspective of the program it is valuable to offer relevant historical information. This information should be pertinent to the participants' interest and realm of experience and might include the following:
 - A. When, why, and how training was initiated and organized.
 - B. Explanation of the concept of training, its purpose, directions, goals, etc.
 - C. Summary of past training programs.
4. Introduction of Presenters Who Will Conduct Sessions. It is important for participants to know something about the background and experience of the presenters. This can be done effectively by the presenters themselves. A brief biographical sketch may also be included in the participants' notebooks.
5. Review of Interest Inventories of Participants. In cases where participants have completed interest inventories in advance of the training program, the leader should review a summary with the group. A tie should be made between these expressed interests and the actual content of the program. It is often helpful to provide a review of interests expressed by participants in previous programs in order to establish a relationship between various programs.
6. List of Training Program Goals. Because participants have been asked to submit their expectations for the training program, it is equally important that the planning group share its goals at the ~~outset~~ outset. The goals of both groups may coincide, or they may differ. A comment on this point is in order.
7. Explanation of the Training Program Organizational Plan. In order for the participants to comprehend the method in which the training program goals will be translated into session form, it is essential to present and explain the organizational structure of the program. Such an explanation reduces anxiety by clearly stating the sequence and scope of the program.

Exercise 1.1

8. Ground Rules for the Program/Development of Process Concerns. For the participants to get maximum benefit out of the workshop program, it is helpful to invite them to assist in generating a list of procedural guidelines. Some suggestions from other training programs include:
 - A. View the familiar as unfamiliar.
 - B. Listen well to others.
 - C. Be on time to sessions.
 - D. Recognize differences among participants but concentrate on commonalities.
 - E. Work hard, but have fun doing it.
9. General Announcements/Housekeeping Chores. This is an opportune time to introduce the host coordinator if the session is being held in a neutral site and allow this person to make announcements of importance for the smooth functioning of the program.

Special Considerations:

The precise format of the "Overview" session will necessarily differ depending on the nature, site, composition, and purpose of the training program. The leader should select the most suitable content utilizing the steps and sequences described.

Source of Exercise:

Susan Wagnon Clagett
The University of Texas at Austin

Introduction

PARTICIPANT SHARING AND INPUT

1.2

Goals:

1. To explain the content of the training program to participants.
2. To share special concerns and resources of participants.
3. To serve as a means of "breaking the ice" for participants.
4. To establish a pattern of small group work for later training experiences.

Physical Setting:

A room large enough to comfortably hold several small groups working simultaneously. Each group should not exceed 8-10 members and should be smaller if possible. Each participant should have the opportunity to speak and express opinions. Groups can assemble informally in circles around the room. Chairs can be moved and regrouped later.

Materials:

One white 3" X 5" index card and one colored 3" X 5" index card for each participant. Each participant will need a pencil or pen.

Procedure:

1. The facilitator begins by asking participants to form several small groups. Groups should be predetermined if participants are known in advance. This can be accomplished by color coding on nametags or other equally simple means.
2. If possible, a person should be designated in advance to coordinate activities within each group. If not, the facilitator can accomplish this task.

TIME REQUIRED

- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited

Exercise 1.2

3. Once seated, the participants are provided two index cards, one white card and one colored card. Each participant is asked to complete the card as follows:
 - A. On WHITE card, participant writes special concerns that s/he brings to the seminar that s/he would like help on.
 - B. On COLORED card, participant writes resources that s/he is willing to share with others. These should be areas in which s/he has expertise.
 - C. Name and college or position on each card. In some groups this can include the particular group represented, e.g., if a student organization other than the union.
4. When the group appears finished, ask each participant to introduce her/himself, give name of college or group and share with the other small group members what s/he has written on both the white and colored cards.
5. After all have shared, the facilitator collects the cards from groups and encourages participants to review each other's cards after they are posted later during the seminar. The cards should be reviewed by the facilitator(s) and an effort made to identify any special concerns or areas of expertise not already included in the training program. The cards should be posted in a central area of the seminar site for all to review.

Source of Exercise:

ACTION'S National Student Volunteer Program
Basic Curriculum for College Coordinators of
Service-Learning Programs
806 Connecticut Avenue N.W.
Washington, D.C. 20525

Introduction

TALKING DUOS

1.3

Goals:

1. To facilitate communication among individuals in a newly formed group.
2. To focus attention on topics/concern to be covered in one workshop.
3. To share feelings/thoughts about a common topic.
4. To demonstrate the experience of listening and the importance of nonverbal communication.
5. To serve as an "ice-breaker" exercise to acquaint participants with one another.

Physical Setting:

Two concentric circles of chairs (inner and outer), placed so that one circle faces the other, one-on-one.

Procedure:

1. Circles are formed. Each person should have a partner. Group leader (time keeper) may participate if there is an uneven number.
2. Instructions are given to group: persons in the inner circle are to begin by talking for two minutes on a word or phrase announced by the group leader (Example: what that word means to the person, or what comes to mind when the word is heard, etc.). The partner in the outer circle must listen; he/she can only respond by gesture, facial expression, eye contact, etc.
3. At the end of two minutes, the leader stops the conversation and asks the outer circle to speak on the same word, either in response to the first set of remarks or on his/her own thoughts about the word. Again, the two-minute time limit is imposed and the partner can only respond nonverbally.

TIME REQUIRED

- o 30 minutes
- 1 hour
- o 1½ hour
- o 2 hours or more

TYPE OF GROUP

- o Student
- Student/Staff
- o Staff
- Ongoing
- Short-term

GROUP SIZE

- o 10 or less
- o 10-20
- o 20-50
- o 50-100
- Unlimited

Exercise 1.3

4. At the end of the two minutes, the leader asks the person in the outer circle to rotate one chair to the right.
5. The leader gives the second word, this time reversing the procedure; the outer circle speaks first; the inner circle listens. Again, the time limit is two minutes.
6. This process is continued for as many words as desired (five is optimum). Each partner speaks for two minutes and listens for two minutes on each word. Be sure the outer circle always rotates one chair to the right and that there is no verbal response during the two-minute talking time.
7. At the conclusion of the exercise you may allow 2-3 minutes silent reflection period before conducting the feedback session. Among the points to be covered are the communication process, feelings while talking and listening, reaction to the pressure of timed conversations, response to getting thoughts together, comments on group atmosphere, etc. Feedback might include how the people felt in the situation. Were some words easier? Were they able to communicate effectively? Did they express personal feelings or did they sound like a textbook paragraph?
8. Possible words for programming groups:

responsibility	commuter	program/why?
priority	implementation	evaluation
leadership	accountability	organization
union	process and product	creativity
urban	roles	structure
apathy	volunteer	constituency
purpose/goal	student/staff	frustration/pressure
program/what is a program?		

Note: It is usually better to begin with general terms and then graduate to specifics. Since one of the goals of the exercise is to acquaint people with one another, starting with general terms/topics is usually more comfortable. For example, one might begin with a general term "union" and move to the more specific term "responsibility" or payoffs/rewards.

Source of Exercise:

Karen Peterson Simopoulos
Core Consultation Team in College Union Programming
Association of College Unions-International

ADDITIONAL RESOURCES REGARDING INTRODUCTORY STRATEGIES

REFERENCE GUIDE TO HANDBOOKS AND ANNUALS (Second Edition). J. William Pfeiffer and John E. Jones, La Jolla, Calif.: UNIVERSITY ASSOCIATES, Inc., 1977.

A complete listing of ice-breaker exercises and other introductory materials are contained in the publications of University Associates, Inc. Listings include name and number of exercise, goals, time required and location in the various yearbooks of Pfeiffer and Jones.

ACTION'S NATIONAL STUDENT VOLUNTEER PROGRAM

Basic Curriculum for College Coordinators of Service-Learning Programs
Training Student Volunteers
ACTION
806 Connecticut Avenue, N.W.
Washington, D.C. 20525

DEVELOPMENT OF A PHILOSOPHY

A basic tenet of the training process is the establishment of common ground among the participants early in the program. It is likely that individuals come to a college union and student activities program from diverse backgrounds and experiences. Quite often these persons have not previously participated in an organization that: (a) has such a rich history; (b) is based largely on volunteer participation; (c) is dependent on students and staff working in partnership for its effectiveness; and (4) is primarily service-oriented in its coordination of programs. Each of these characteristics represents a philosophical dimension for which there are training implications. In fact, failure to insure a sound comprehension of these and related characteristics of the college union program increases the risk of misunderstandings and communication breakdowns later in the individual's career with the college union and student activities organization.

Approaches to the philosophy of the college union and student activities program included in this section focus on several areas:

1. History of the College Union. College unions have a long and fascinating tradition. The failure to provide persons involved in union programs with this information deprives these individuals of one of the most rewarding reasons for involvement. It is important not only to acquaint participants with the history of all college unions, but it is equally significant to make them aware of the development of their individual, local college union. Every college union has been created as a result of many efforts and commitments. It becomes a great source of identification and pride when the details of this evolution becomes known.
2. Concepts of the College Union. Because of its diversity, complexity, and role, the college union represents many things to many people. It is important within the training experience for individuals to arrive at a definition of the college union for their individual campus. Discussions of this type provide excellent opportunities to focus on specific key concepts of the college union idea.

3. Personal Experience. There is perhaps no technique as effective in the development of a philosophy than sharing the experience of someone who has been closely involved with college unions or an individual college union for a period of time. Sometimes this may involve years of association; in other cases, the time may be brief, but the depth of experience may be substantial. Every campus has someone who qualifies for this role. Such persons should be utilized in important ways in the training effort.

It has become almost standard to include a session on philosophy of college union programming as the first content-oriented part of a training program. The use of small subgroups provides a continuation of the opportunity for participants to become acquainted and interact soon after arriving for the experience. This interaction facilitates the discussion of later sessions. Such discussions are apt to be lively and evoke some strong passions in the initial stages of training, which results in added momentum that contributes to the success of the overall seminar effort.

Philosophy

AGREE/DISAGREE REGARDING COLLEGE UNION PHILOSOPHIES

2.1

Goals:

1. To engage in an exchange of concepts re the college union philosophy.
2. To introduce underlying philosophies and purposes of the college union.
3. To expose participants to controversies and conflicts implicit in a discussion of the college union philosophy.
4. To provide opportunities for small-group work and information interaction.

Physical Setting:

A large area designed to accommodate a series of several small groupings as well as to allow for all groups to hear a central presenter is needed.

Materials:

Agree/Disagree exercise
Chalkboard or art pad for summary discussion

Procedure:

1. 10 Minutes: Introduction. The facilitator introduces the exercise by discussing the importance of establishing a philosophical base for students and staff functioning in a college union setting. It should be stated that while college unions/student activities programs share some general principles, others are likely to be defined by the particulars of a specific campus environment. Students and staff need to be familiar with these concepts in order to more fully understand the organization of

TIME REQUIRED

- o 30 minutes
- o 1 hour
- 1½ hour
- o 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- o 10 or less
- o 10-20
- 20-50
- o 50-100
- o Unlimited

which they are a part and to function most effectively in their individual positions. (Note: It can also be mentioned that it is sometimes difficult to convey these philosophies, and that the exercise they will experience addresses some issues which reflect basic organizational functioning.)

2. 8-10 Minutes: Individual Completion of the Agree-Disagree Exercise. Participants are instructed to read the listing of statements provided and to indicate whether they agree ("A") or disagree ("D") with the sentence as written. If they can't decide initially, they should go on to the next question and return to those that give them difficulty. This segment of the exercise is done by the individual participants without consultation.
3. 20 Minutes: Small Group Tally of Exercise and Discussion of Issues. Small groups of 4-6 are formed for the purpose of tallying the group's collective response to establish the general response to each of the questions. A place for the group summary is provided on the form. It is important to quickly go through the entire list of questions to get a reading on how the full group reacted. This will be the basis for the discussion to follow.
The group should select those questions where there was a significant difference of opinion, for example, those where the group split in terms of the number that agreed and disagreed. Effort should be made to assess why there was disagreement. Did everyone read the question in the same way? Were the issues the same for all?

After some discussion, the group should work towards consensus and alter the question so that it is reflective of the full group's opinion if possible. After this is done, then the group should go on to the next question and follow the same procedure.

4. 15 Minutes: Total Group Tally and Summary Discussion. The facilitator can exercise the option to tally the responses of each of the groups so that a profile of the entire group can be viewed. A tally should be done on the blackboard or art pad to provide a visual impression of the total. This information can form the basis of an interesting discussion if there is significant difference among the groups. The facilitator can use the tally sheet as a basis for asking questions of the groups about the issues they covered in their small-group session.

It would be important to state in the summary that the value of creating an opportunity where such significant issues can be discussed is evident--how much better it is to establish an environment where philosophies and principles of the organization can be debated before issues and questions arise in a crisis situation. An obvious learning experience from the session can be the complexity of issues inherent in a college union/student activities setting. Too, word choice and meaning clearly affect individual responses, and it would be helpful to draw attention to this aspect of the exercise. There are many summary statements which can be built into this session depending upon the particular issues of importance to the participants.

Exercise 2.1

THE COLLEGE UNION
AGREE-DISAGREE STATEMENTS

Instructions: First, individually, read each statement once. Indicate whether you agree (A) or disagree (D) with each statement.

Second, in your small groups, try to agree or disagree unanimously with each statement as a group. If your group cannot reach agreement or disagreement, change the wording in any statement enough to promote unanimity. In working for consensus: avoid changing your mind only to reach agreement; avoid "conflict-reducing" techniques such as voting or trading in reaching decisions; view differences of opinion as helpful in reaching the best possible solution. Be ready in 45 minutes to have your group recorder report your decisions and any word changes to the rest of the group.

Key: "A" if you agree; "D" if you disagree

- () 1. As the "living room" or the "hearthstone" of the college, the union provides for the services, conveniences, and amenities the members of the college family need in their daily life on the campus and for getting to know and understand one another through informal association outside the classroom.
- () 2. The "living room" of the college should be permissive, i.e., allow individual freedom to choose what one is to do and with whom. However, the union should choose to intrude into the informal association and activity with stimuli that encourage content and experience providing significant learning opportunities in the association and activities.
- () 3. As the center of college community life, it serves as laboratory of citizenship, training students in social responsibility and for leadership in a democracy.
- () 4. The union has a responsibility to the community beyond the college itself and its services and programs should be freely available.
- () 5. Students should have total control of all facets of the union because it is, after all, a student union.
- () 6. In all its processes it encourages self-directed activity, giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness. Its goal is the development of persons as well as intellects.
- () 7. What students get in personal growth from planning and conducting programs is more important than the value or success of the program itself.
- () 8. The primary purpose of union programs is to reflect campus attitudes and needs.

Exercise 2.1

- () 9. Programming should be developed only by students because only students can know what other students want and need.
- () 10. The union serves as a unifying force in the life of the college, cultivating enduring regard for and loyalty to the college.
- () 11. Every interested student should have open access to participation in the union organization.
- () 12. Participation in the union organization should be voluntary, without rewards of any material value such as stipends, course credit, etc.
- () 13. Union programs are becoming so professional that they would be better handled by staff.
- () 14. Anything a union committee agrees upon to program and present should be immune from review, criticism, or veto by the larger programming unit, by the policy board or by the staff.
- () 15. Students on union boards and committees must have the "right to fail"; staff should never step in to save a program.
- () 16. Operation of the union building is the responsibility of staff.
- () 17. The "total union" concept requires that the building operations support all facets of the programming efforts.
- () 18. Committees weaken and dilute effective program development; it is better to allow individual students the freedom to develop programs as individual creative efforts.
- () 19. The best source of program ideas is last year's committee files.
- () 20. A program not worth doing is not worth doing well.
- () 21. A union should serve all the students; it should, thus, not react and respond to requests of minority groupings within the student body.
- () 22. The union must make clear its position on all social/political issues in order to fulfill its role as a laboratory of citizenship.
- () 23. Attendance is not basically important as a criterion for evaluating a specific program.
- () 24. If there is to be equality and partnership among students and staff in the union, the staff must be voting members of the union's board, council, and committees.
- () 25. It is undemocratic and manipulative for program advisors to exert any influence on the groups they work with, since all programs should originate as a result of student needs and creativity.

Exercise 2.1

LBJ CENTER

AGREE-DISAGREE STATEMENTS

Student Staff Training

Instructions: First, individually, read each statement once. Indicate whether you agree (A) or disagree (D) with each statement.

Second, in your small groups, try to agree or disagree unanimously with each statement as a group. If your group cannot reach agreement or disagreement, change the wording of any statement enough to promote unanimity. In working for consensus: avoid changing your mind only to reach agreement; avoid "conflict-reducing" techniques such as voting or trading in reaching the best possible solution. Be ready in a few minutes to have your group recorder report your decisions and any word changes to the rest of the group.

Key: "A" if you agree; "D" if you disagree.

- () 1. As the "living room" or the "hearthstone" of the university, the union provides for the services and conveniences the members of the university family need in their daily life on the campus and for getting to know and understand one another through informal association outside the classroom.
- () 2. The "living room" of the university should be permissive, i.e., allow individual freedom to choose what one is to do and with whom. However, the student center should choose to intrude into the informal association and activity with programs and services that encourage significant learning opportunities.
- () 3. The student center is the hub of university community life, and therefore working in the center provides important training in social responsibility.
- () 4. The union has a responsibility to the community beyond the university itself and its services and programs should be freely available to the community.
- () 5. Students should have total control of all facets of the union because it is, after all, a student union.
- () 6. The student center serves to develop people as well as intellects.
- () 7. The primary purpose of union programs and services is to reflect campus attitudes and needs.
- () 8. Programs and services should be developed only by students because only students can know what other students want and need.
- () 9. The union serves as a unifying force in the life of the university cultivating enduring regard for and loyalty to the university.

Exercise 2.1

- () 10. Every interested student should have open access to participation in the union organization.
- () 11. Operation of the union building is the responsibility of professional staff.
- () 12. The "total union" concept requires that the building operations support all facets of the programming efforts and vice versa.
- () 13. A job not worth doing well is not worth doing.
- () 14. A union should serve all the students; it should, thus, not react and respond to requests of special interest groupings within the student body.
- () 15. The student center must make clear its position on all social/political issues in order to fulfill its role.
- () 16. Attendance is not basically important as a criterion for evaluating an employee's performance.
- () 17. If there is to be equality and partnership among professional and student staff in the union, the student staff should have a voice in policy making.
- () 18. The center staff must consider the overall well-being and financial support of the university when students are requesting services or programs that might be controversial.
- () 19. The student center provides an opportunity to gain experience that will be useful in careers later in life.
- () 20. As a student center employee, a student has responsibility only for his/her job and is not a reflection of the university in total.
- () 21. Dress and appearance are more important for student center employees than for students working in other campus offices.

Philosophy

WHY PROGRAM?

2.2

Goals:

1. To develop a rationale and priorities for programming.
2. To share philosophies and goals of programming with others in small group discussion.
3. To expose participants to consultation with other groups.
4. To discover common areas of agreement in program philosophy.
5. To involve participants in group decision making.

Physical Setting:

Area to accommodate several small groups of not more than 4 persons per group. Should allow for a minimum of 4 small groups. Groups will receive instructions together and will meet in the same room.

Materials:

Art pad sheets and felt markers for use in recording small group discussions. Art pad or blackboard for listing comments of groups. Need small group break-downs for discussions formulated in advance.

Procedure:

1. 10 minutes: Introduction and Explanation of Exercise. Direct discussion into focus on program function of the college union. Introduce the

TIME REQUIRED

- o 30 minutes
- o 1 hour
- 1½ hour
- o 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- o 10 or less
- o 10-20
- o 20-50
- 50-100
- o Unlimited

Exercise 2.2

importance of examining basics: NOT, Why do unions program films and cultural events? BUT, Why do unions program at all? What is the overall purpose? Why does a program board exist? The facilitator should elicit from the group a sample list of reason for programming.

2. 20 minutes. Divide the group into 4 groups of 4 persons (more groups if number of participants warrants). The task of these groups is to develop a set of 8 reasons for programming. After the reasons have been listed, the groups are to select the 8 most important, ranking them in priority order. The groups are to answer the question, "Why Program?"
3. 20 minutes. At this point the groups are asked to stop discussion for further instructions. Each group of 4 is instructed to join a second group of 4, forming a group of 8 persons. The combined groups are to consult with each other. The group of 8 persons is asked to blend its reasons for programming and to number rank the top 5 reasons in order.
4. 20 minutes. After these 5 priorities have been established, each group is asked to reexamine its list of reasons in order to assess how easily they may be implemented. A large sheet of art pad paper should be divided into two sections with one section labeled "Areas of Strength" and the other section labeled "Areas of Concern." The two groups are to list factors which will facilitate accomplishing their programming goals and factors which will impede accomplishment.
5. 15 minutes. Each of the groups is asked to report to the total group concerning their respective rationales for programming. In the discussion, it is important to question the groups on the experience of joining another group and having to compromise ideas. Both the content and process of the exercise should be discussed.
6. 5 minutes. In the wrap-up of the exercise, it is important to discuss some of the values of the information generated and the experience shared. The exercise should be linked to content areas covered in the workshop program.

Source of Exercise:

Susan Clagett
The University of Texas at Austin

Philosophy

AN HISTORICAL PERSPECTIVE OF THE TEXAS UNION

2.3

SPECIAL NOTE:

While this exercise was written for use in a particular union, the process involved is transferable to almost any college union setting. The procedure outlined describes the manner in which the exercise acquainted students and staff at the Texas Union with the history of that setting. Users are encouraged to develop a similar approach for their own college union facility and program.

Goals:

1. To convey a sense of the rich tradition of the Texas Union.
2. To understand the various historical factors/influences which have contributed to the uniqueness of the Texas Union.
3. To view the students' contact and experience with the Texas Union as part of a continuum, with a past and a future.

Physical Setting:

An area to accommodate the total group is required with good visibility to view media presentations if such should be included.

Materials:

Art pad with chronological survey of historical periods, also art pads with overview of historical discussion. Art pads sheets should be posted on the

TIME REQUIRED

- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited

Exercise 2.3

wall. Historical brochures and any compiled thesis or history of the union are needed.

Procedure:One Hour

1. Background. General discussion of why and how the history of the union was written.
2. Sources. Outline primary sources used in written history (e.g., Board minutes, original file documents, personal interviews.)
3. Value of Historical Study. Discuss history as an original contribution, a source for historical perspective, and a value for those associated with the union.
4. Historical Survey of the Union.
 - A. Mid-1920s to 1932--Campaign to establish a union at Texas.
 - B. Late 1930s to 1945--Efforts to attain financial stability.
 - C. Late 1940s to 1960--The postwar building expansion program.
 - D. 1960s to Present. The growth of the union program and the political climate of the 1960s.
5. Some Perspectives. General discussion and sharing of anecdotes and personal points of view.
6. Video Tape Showing. Showing of "The Texas Union: An Enduring Concept," a video presentation prepared at the time of the rededication of the Texas Union in October, 1977. (18 minutes)

Source of Exercise:

Susan Claggett
The University of Texas at Austin

Philosophy

PROGRAM LIFELINE

2.4

Goals:

1. To develop a perspective on college union programming as an international phenomenon.
2. To share information on the evolution of programming.
3. To relate programming to external events and trends.
4. To formulate a philosophy of programming.

Physical Setting:

Large room with participants arranged in such a manner as to be able to hear clearly and to have table space for completing form.

Materials:

Program Profile Worksheet handout for each participants.

Procedure:

1. Facilitator introduces exercise by explaining goals and importance of developing some perspective on the background of programming generally and in terms of a specific campus.
2. The Program Profile Worksheet is distributed and participants are asked to complete Part I. Participants representing the same institution or the same work group should complete the form together. The participants draw a lifeline of their own college union program, indicating when it was originated, its ups and downs, and projections for its future.

TIME REQUIRED

- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited

Exercise 2.4

3. Facilitator then leads discussion to the larger context, focusing on the development of college union programming through sharing of individual program development. Facilitator poses several questions to the group, asking for participants to discuss by sharing developments from their own programs. Possible questions are:
 - A. How many programs started prior to the 1960s? What were these programs like at the time?
 - B. How many programs started in the early 1960s? What was happening at the time? Discuss Kennedy's New Frontier, Peace Corps, civil rights movement, etc.
 - C. How many programs started in the mid 1960s? What was the impetus for these programs? For those that had begun earlier, how did they change? Discuss Johnson's Great Society, urban riots, Vietnam, etc.
 - D. What was happening in the late '60s? How did that affect the college union program?
 - E. Move to a discussion of the 1970s. Consider federal cutbacks, "the me question," Watergate, relations with other countries, etc. Relate to programming.
 - F. Consider the 1980s. Discuss the rise of Islam, the deterioration of relationships with the Soviet Union, nationalism, energy, terrorism, etc.
4. From these discussions, the facilitator should elicit a list of characteristics for college union programs that are common to all eras. Possible ones might be: personal growth, efficiency, accountability, community orientation, social awareness, etc.
5. The facilitator may want to introduce data from the ACU-I or other data banks which reflect growth or decline in areas such as funding, staffing, numbers of programs, construction, organizational trends, etc.
6. The facilitator then redirects the group to the Program Profile Worksheet and asks the members to complete Part II. Participants are asked to indicate where their program fits on the various continua. After about 15 minutes, the worksheets are posted on the wall for review during a break.
7. Participants are asked to read the worksheets of others and to attempt to better define the profiles of various programs by type of institution, age of union program, etc. The group is encouraged to look for commonalities.

Exercise 2.4

Source of Exercise:

Modified from: ACTION'S NATIONAL STUDENT VOLUNTEER PROGRAM
Basic Curriculum for College Coordinators of
Service-Learning Programs
806 Connecticut Avenue, N.W.
Washington, D.C. 20525

Modification of exercise by Stayton A. Wood

NAME: _____

COLLEGE: _____

- Prior to
1960

61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82

- ### Intrinsic Value from Participation High

Extrinsic Value from
Participation High

Student/Committee Initiated Programs

Staff Initiated Programs

Campus Oriented/
Directed to Consumers

Innerdirected/ Self-serving Programs

Issue-oriented Program Content

Little Relation to Current Issues

Other: _____

ADAPTED FROM: ACTION'S NATIONAL STUDENT VOLUNTEER PROGRAM
Basic Curriculum for College Coordinators of Service
Learning Programs
806 Connecticut Avenue, N.W.
Washington, D.C. 20525

Philosophy

CASE STUDIES: SPECIAL ORGANIZATIONAL ISSUES

2.5

Goals:

1. To focus on specific concerns of a college union organization.
2. To further define philosophical positions on issues related to the college union program.
3. To increase skill in role-playing techniques and situations.
4. To define various roles required of individuals in specific college union positions.

Physical Setting:

A large room with moveable furniture allowing for rapid and varied rearrangements of seating.

Materials:

Copies of the various case studies for each participant.
Prearranged small-group breakdowns.

Procedure:

1. The facilitator explains the goals of the session stressing the need to focus on specific organizational concerns and to better define roles.
2. A copy of the case study is distributed and the total group of participants is asked to form small groupings as predetermined by the facilitator. If participants represent different institutions or reference groups, the groups should be mixed in the small-group settings.

TIME REQUIRED

- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited

Exercise 2.5

3. The participants are given about 15 minutes to read the case study, discuss the issues, and arrive at a decision.
4. The facilitator conducts a general feedback session for all participants. Various elements at play in the situation are identified, relationships within the union, are discussed, the atmosphere in the community or city or campus, etc. are defined. The facilitator lists all these factors on a chalkboard or art pad sheet for all to see.
5. The facilitator then calls for the role-playing situation. Participants are asked to volunteer for the various roles defined in the case study. The facilitator may choose to play a prominent role during the first round of the role play in order to assist the group in getting into the situation.
6. Not every participant can play a role, but the facilitator may want to ask the participants in observer roles to assume whatever role they wish and to feel free to join in the discussion when they choose. For example, if an observer feels he/she can do a better job in a role, he/she may interrupt and ask the current role player to step down. This increases the liveliness of the process.
7. Special Notes Regarding Role Playing:
 - A. Emphasize the nature of role playing at the beginning. Be certain that participants understand the concept and technique. Allow enough time for the role playing to be effective.
 - B. Give particular attention to identifying faculty and student and community member roles. Assign opinions to each role.
 - C. It is easy to concentrate on the problem of making the decision. The major purpose of the case study process, however, is to bring out the concepts and issues underlying the problem.
 - D. Make nameplates for each role so the observers can follow the discussion better. A fishbowl arrangement is often useful in which the role players are surrounded by the observers. This increases attention spans and the spontaneous nature of the exercise.

Description of Case Studies Usage:

A GENERAL CASE STUDY, Prepared by William Spelman, Director of Wilson Commons and Student Activities, University of Rochester, Rochester, New York.

Focuses on college union's role in relation to the community.

CITY COLLEGE AND ITS COMMUNITY, Prepared by Ronald C. Barrett, Director of the Union, San Jose State University, San Jose, California.

Exercise 2.5

Focuses on the relationship between the college union and the larger community.

NEWTON STATE UNIVERSITY, Prepared by Frank Bartow, Director of the Texas Union, The University of Texas at Austin, for the Core Consultation Team in College Union Programming, Association of College Unions, International.

Focuses on the need for collaboration of all aspects of the college union operation and the use of programming as a means of revenue generation. Also focuses on budgeting concerns within a college union.

JONES STATE UNIVERSITY, Prepared for the Core Consultation Team in College Union Programming, Association of College Unions-International, 1972 by Shirley Bird Perry.

Focuses on political realities of college union programming and the need for students and staff to be sensitive to the climate within which they function.

Source of Exercises:

Case studies were collected by the Core Consultation Team in College Union Programming from professionals in the college union field.

Role-playing strategy written by: Karen Peterson Simopoulos
Former Program Director
LSU Union
Louisiana State University

Exercise 2.5

A GENERAL CASE STUDY

Prepared by William Spelman

County Community College is located in central Iowa. It is in a basic agricultural area. The local community population, approximately 1,500, has been labeled as politically ultraconservative. The College has been in existence for approximately 10 years. There is a college union facility on the campus which is funded through a student union fee and a college support budget, which is determined by the county board of supervisors (tax funds). The union itself contains two multipurpose or ballroom areas, each with a seating capacity of approximately 500, available for community use.

Case in Point

On December 9th, two events were scheduled in the college union. In ballroom #1, a college-oriented program was scheduled. Five veterans against the war in Viet Nam and Cambodia, funded by the union board, were scheduled to lead a discussion concerning the United States and its involvement in Indochina. This session was to begin at 8 p.m. The hall had begun to reach capacity before 8 p.m.

In ballroom #2, the local Rotary Club had organized a panel discussion on the services lacking in the local community for the aging individual. This session was scheduled for 8:00 p.m.

The Situation

At 8:30, the members of the Rotary Club who had strayed into the antiwar presentation in ballroom #1 left to attend their own session on needed services for the aging individual. This discussion soon became sidetracked to the program that was occurring in ballroom #1. Within a short time, the individuals involved in this meeting were finding the central theme of their discussion dealing with the topic: "Why should they, as tax payers, be funding and/or allowing discussion, presentations, and lectures that were anti-American, anti-American ideal, and anti-President to be presented in facilities that they were paying for with their tax money." Individuals soon left this meeting and began threatening to telephone the college president and county legislators; they directly confronted the student manager, demanding that the meeting be stopped immediately and that the presenters be thrown off their campus.

Questions

What does the situation say about the community's perception of the role of the union?

Exercise 2.5

What can a union do to educate a community as to its role for the college community and the community-at large?

What is the role of the community in determining the role of the college union?

Exercise 2.5

A CASE STUDYCITY COLLEGE AND ITS COMMUNITY

Prepared by Ronald C. Barrett

BACKGROUND

City College is located in a large metropolitan area close to the central core of the city. Some 25,000 students attend the college. Older homes and fraternities and sororities are found in great numbers on the edge of the campus. In the past, many students chose to live in the fraternities and sororities or in these older homes as they are within easy walking distance of the campus. City College developed a reputation as a "party school" with large numbers of students circulating throughout the community near the campus. Crime was seldom mentioned.

Many changes have taken place in recent years, especially related to the housing in the area. Absentee landlords now own many of the large older homes and they have rented them out to residents who live there 12 months of the year and provide more continuity than students formerly did. In many cases these houses are now occupied by former mental patients, exconvicts, former alcoholics, exdrug addicts, etc., and they have become, in essence, board and care homes.

While a few of the fraternities and sororities still remain and some students still live in a few of the older homes, additional changes in the community are taking place. A Job Corps Training Center has recently been located one block from the campus. This federally sponsored program is making use of four former fraternity and sorority houses to help train teenagers who have dropped out of more conventional schooling in order to gain vocational and educational skills. Many have been involved in cases of juvenile delinquency. These Job Corps students live in the facilities.

PROBLEM #1

Many of the board and care residents are medicated and have nothing to do throughout the day. Some come to the Student Union where they appear to be in a daze and are often poorly dressed or unshaven. A variety of complaints has been passed on to the Union Director and the Union Board of Governors.

Some students have asked that these people be kept out, as it is their building and have asked that campus police be called in to see that such people stay out of the Union. Other students have indicated that they are afraid to come into the Union because these people stare at them or follow them around. Some girls have indicated that they are afraid to walk the streets

Exercise 2.5

at night near the Union. The Food Manager complains because they come into the cafeteria and take food that is remaining on plates after people have left the tables. Reports of panhandling by these people have been mentioned to the Director.

PROBLEM #2

With the opening of the Job Corps Center, students from the Center were soon observed coming to the Student Union. At the Fall Registration Dance in the Union, a scuffle broke out on one side of the dance area and two college students were injured. One had surface cuts on his arms and the other had a collapsed lung and was reported in serious condition in the hospital. Both students were apparently attacked by young boys using knives. Witnesses reported seeing several young boys running back to the Job Corps Center from the dance location. Police officers working at the dance were not in the vicinity of the incident as there were only two of them at the program.

The Union Director and the Union Board of Governors were now facing an increasing number of concerns and complaints about the Job Corps Center and its students. The Chief of Security was asking that the dance be stopped or that the number of police officers be increased substantially. Various staff members and program board personnel suggested that the Job Corps students be banned from attending events in the Union and asked that the Union Director call them and tell them they are not welcome. One of the sorority houses directly adjoining the Job Corps Center was increasingly concerned about the behavior of the students because of the noise and the fact that they seemed to stay up until all hours.

TASK

Roles will be assigned to discuss these two problems and to explore the various alternatives that appear to be available to the staff, the program board, and the governing board.

QUESTIONS

1. What should be done and by whom?
2. How can we prevent these things from happening in the future?
3. How can we protect our campus and our Union from these community problems?
4. What responsibility does this Union have for this community?

Exercise 2.5

NEWTON STATE UNIVERSITY MEMORIAL UNION

Newton State University, an urban university of nearly 18,000 students, is located in Newton, the largest city in a rapidly growing state. The school has experienced increased growth and national attention in recent years due to a sharp rise in academic programs and standards and an outstanding campus building program, most of which has just been completed. The university is second largest in the state system of eight degree-granting institutions. The largest, a land-grant university of 32,000 students, is located at the state capital, 100 miles away.

More than 75 percent of the students at Newton come from the city or state. Only 2,000 live in the on-campus dormitories but many live in apartments or rooms nearby. The largest portion of the student body is pursuing coursework in education and the social sciences. Emphasis is on a diverse undergraduate degree program although the university has received great response in favor of establishing additional degree areas and has focused on graduate programs in many areas.

The university is governed by the State University Board of Regents, which is appointed by the state's governor and approved by the legislature. The NSU president is a man in his early fifties who was only recently appointed (by the Board of a Regents) to the position after serving as Dean of the Education Division at a midwest-urban college. The Assistant President for Student Affairs is a 42-year-old man with both a student affairs and business background. He is interested in building an impressive and financially responsible student affairs division. He, too, has been in his position for a short while.

The Memorial Union at Newton State University is one of the responsibilities of the AP for Student Affairs. The Union Director, a 39-year-old man, is also Director of Auxiliary Services, a superdivision at NSU which includes the Union, the College Bookstore, the Housing Department and the Parking Office. His duties include the supervision of these departments with primary interest in the Memorial Union. A veteran Union man, he has been director of the NSU Memorial Union for six years and Auxiliary Services head for less than a year.

The Memorial Union is actually two centers, adjacent and connected to one another. One of the buildings, an older and smaller structure, was built more than ten years ago. The newer, large Union was constructed last year at a cost of \$5.5 million. The complex, more than 350,000 square feet, consists of four food areas (a restaurant, a minisnack bar and two cafeterias), a recreation center, nine lounges, more than 25 meeting rooms, a Ballroom, a crafts and photography complex, an art gallery and many other services and facilities. It is open seven days a week until midnight, 3 a.m. on weekends.

It is March, budget planning time at Newton State, and the Union Director has a problem--more expenses than revenue in his projected budget for Memorial Union. And, in light of recent austerity developments within the state and the university system itself, the Union situation is a very serious problem.

Exercise 2.5

After the Director and his staff prepared the budget he and an assistant met with the AP for Student Affairs and the AP for Business Affairs to discuss the budget. The Business Affairs AP said the Memorial Union would have to reduce staff, services and hours of operation to operate within the budget. The Student Affairs AP, however, was interested in continuing with a seven-day operation with a full slate of programs and services. Both indicated to the Director that somehow the budget would still have to balance--there were no funds available which would ease the Memorial Union's crisis.

Following the meeting, the Director gathered his staff together to further discuss the situation and examine the possibilities for a solution. He informed them of the discussions with the assistant presidents and cited the crux of the issue--could the Union balance its budget without trimming staff, programs, services and hours? The Director was somewhat confident that it could be done and had a plan which might do it.

A heavy promotion of events and services supporting the Union's evening and weekend operation, he said, could produce the revenue needed to balance the budget. And, he said, we should be able to accomplish this without sacrificing staff, programs, services and the hours of the building.

The Director reminded the staff of a "big blast" weekend held earlier in the year which was very successful in generating revenues at all service points in the unions. "If we could program at this level throughout the year it would enable us to increase revenue in food service, reservations, the bookstore, concessions, recreation and other areas and thus settle the budgetary problem," he said. Programming at NSU had been primarily planned and executed by students and most of the activities were free admission. If programming were to be scheduled at the high level suggested, the Director suggested, it would mean that most of the activities would have to be planned and run by the staff. It would be difficult to assume, he added, that students at a commuter university like NSU would have the time to continue programming to that degree. Indeed, he suggested, that program advisers be called program managers to relate them as more in kind with the other various departmental managers.

"To accomplish what I have in mind," the Director explained, "it would be necessary to hold two film showings on Friday and Saturday and one concert or dance each of these nights, a tournament in each recreation area each day, a free movie in the snack bar, a coffee house each night and nightly entertainment in the restaurant. All programs would have to budget to break even or make money."

The budget ramifications of this approach, he said, would be the resulting traffic generated and revenue increase to other services and activities during marginal hours of operation. The Director argued that if the education potential of the facility was to be reached, it had to remain open.

To get more input on the subject the Director has called a meeting of the Memorial Union Policy Board to also discuss the issue. At the meeting are the Union Director and his assistant for programming, the AP for Student Affairs, eight students including the MUPB Chairman and the President of the Student Association, two faculty members, and one representative each from the alumni

Exercise 2.5

and the community. They are to discuss the problem and the Director's idea and are to recommend a course of action.

This case study was developed for the Core Consultation Team in College Union Programming Program Development Committee
Association of College Unions-International

Frank Bartow
March 1973

DISCUSSION SITUATION

Jones State University, a university of 20,000 students, is located in Williams, the state capital of a southern state. An energetic, progressive institution, the school has received increased national recognition in recent years due to a sharp rise in academic standards and programs. Its student body is diverse and includes both urban and rural students as well as students from throughout the nation and the world. The university is governed by a nine-member Board of Trustees appointed by the Governor of the state with the consent of the State Senate. The President of the University is a young, distinguished historian with a doctorate from Harvard.

The University Center, the college union at Jones State, is a well-established thriving student activities center on the campus. It is proud of the fact that the policies of the union are made by a student-majority policy-making board (The University Center Board of Directors) composed of four students and three faculty members. Serving on the Board as ex officio members without vote are the Director of the Union and the Vice President for Student Affairs. Actions of the Board are policy unless disapproved by the University President and upheld by the Board of Trustees.

It is a Thursday evening in early November, the day preceding the opening of the University's annual Homecoming Weekend and Saturday's game with Brown University, a traditional rival. Too, the University is hosting a pregame buffet for the State Legislature who is in session to consider the State's Appropriation's Bill, including the University's budget for the coming two years.

As a member of the University Center Board of Directors, you have been called into emergency session. The Dramatic Society, one of the fifteen college union program committees, is producing a rock musical written by students. After the performance, the Director of the Union, John Hawkins, received several phone calls from persons who reported that the play was "obscene" due to several nude scenes. The University and city police departments had also received such calls. After a call to Bob Jackson, the student chairman of the Dramatic Society, to confirm the nude scenes, the Director of the Union asked the Student Chairman of the Board of Directors, Tom Wilson, to call an emergency meeting of the Board to determine if any action should be taken.

The Board of Directors has met with the chairman of the Dramatic Society. The chairman indicated that the nude scenes were vital to the show's esthetic quality and were not obscene; he indicated a strong protest if the show were closed. Bob urged the Board to attend the show and "judge for yourselves." After attending a performance of the show, the Board convened to make a decision. Three Board members indicated they consider it "bordering on the obscene and pornographic" while four members indicated that it is "artistic and not offensive." The police indicate they will "likely be forced to take some action."

As a Board, you must decide what to do. A large number of students and members of the press are waiting to hear your decision. What do you do?

Case Study written by: Shirley Bird Perry
The University of Texas at Austin

Philosophy

ORGANIZATIONAL STRUCTURE

2.6

Goals:

1. To acquaint the individual with the organizational structure of the university (or association).
2. To analyze and illustrate the amount of knowledge, or lack of it, that individuals have about organizational structure.

Physical Setting:

A room large enough to hold several groups working simultaneously. Chairs must be moveable for grouping.

Materials:

Art pads and markers.
Copies of the organization structure of your university or organization.
Organizational structure model, done beforehand on art pad.

Procedure:

1. The facilitator discusses briefly the importance of understanding the organization structure that one works within. He then asks participants to form small groups and devise a model of the structure on art pads.
2. Participants are asked to share their models with the entire group. A representative from each group should explain.
3. The facilitator then shares the actual structure model and passes out copies to the participants. He leads a discussion summarizing reactions including a mention of informal structure and its relationship to formal organization.

TIME REQUIRED

- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited

Exercise 2.6**Source of Exercise:**

Ethel Johnson Wood
Southwest Texas State University

GOAL DEVELOPMENT

A reference to goal setting within any organization, including the college union, is often enough to discourage even the most ardent participant. This process is difficult and often painful. It does, however, comprise a basic step in the training cycle for obvious reasons:

1. Road Mapping: Setting goals as a group provides the organization with an agreed upon "road map" for the term of office. If goals are specifically outlined, they afford opportunities for the group to check in periodically and assess progress.
2. Commitment: When a group has agreed on the orientations for the year, each member has, in effect, committed him/her self to that effort. This process serves to reduce possible conflict and misunderstandings.
3. Comprehension: Goal setting increases the chances that members actually understand the role and purpose of the organization. The opportunities for some member to be confused or disoriented are reduced.
4. Evaluation: Good goals provide the best basis for evaluation. If a group agrees in advance on the direction it wishes to take and if the group successfully completes the steps it defined for accomplishing its purposes, there exists considerable positive reinforcement and encouragement for continuation and expansion of group efforts.

After having focused on the philosophy of the college union program, setting goals is an excellent step to consider. Philosophy implies values and assumptions regarding the organization, and goals provide the basis for articulating these values and assumptions in concrete approaches. This process is compatible with the approach to planning the overall training program suggested earlier in this manual.

It is suggested that goal-setting sessions be scheduled early in the day when participants are fresh and attention spans are high. Small-group formats are especially effective as they afford opportunities for group reporting and sharing of ideas. It is particularly important that the technique used for goal-setting sessions is kept simple and easy to comprehend. Determination of goals and objectives

can become extremely complicated and reduce the effectiveness of the session. This complexity is especially relevant in this day of systems approaches to management. There is likely to be some participant in any training session who has had exposure to a particular management philosophy. Such an individual will likely bring these concepts into the discussion. To avoid this circumstance, the presenter may want to avoid the use of the term "goal" or "objective" in the introductory material surrounding this session. Terms such as "purposes" and "rationale" for programming may be substituted. As a summary statement, the presenter may indicate that the material produced by the group constitutes what could be construed as "goals," in this manner, the point is made without the confusion of introducing concepts that may be extraneous to the discussion.

In selecting the strategy to be used in dealing with goal development, the trainer should be sensitive to the fact that goal setting serves as a bridge between the earlier philosophical discussions and the actuality. A successful goal session should not be limited to aimless or irresponsible formulation of unrealistic or unachievable goals. Each goal statement should be specified. Only when a group has accomplished this task can it successfully move toward effective programming.

Goal Development

THE ORGANIZATIONAL CONTEXT

3.1

Goals:

1. To identify goals of the institution, college union, program/activities thrust, special interest group and personal goals.
2. To compare personal goal priorities with the goal priorities of the institution, the college union, and the special interest group of the participant.
3. To share goals and philosophies with others in a small group setting.
4. To specify goals by writing criteria for accomplishment thereby demonstrating ways that goals can be made definable, usable, and measureable.

Physical Setting:

Large room that will allow for small groups to work simultaneously.

Materials:

1. Art pad summarizing introductory comments on goals.
2. Exercise form, "An Inventory of Goals, Priorities, and Strategies," for each participant.
3. White index cards with space for each participant to indicate name, school, student/staff, and position. Cards are used to place persons in small groups with either like interest or the same college or university.
4. Handout materials.

TIME REQUIRED

- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited

Exercise 3.1

Procedure:

1. 10 Minutes: General Introduction on Goals, including discussion of the levels of goals, types of goals, relationship of time to goal setting, and the importance of goal setting.
2. 15 Minutes: Individual Listing of Goals. Participants are asked to work independently to reflect and think and to list what they consider are the goals of their institution, college union, overall program/activities thrust, special interest group, and personal goals.
3. 15 Minutes: Paired Consultation. Participants are assigned to a partner based on shared interest or as a homogeneous college grouping. The two are to share their goals, so they can each revise/expand their inventory. They act as consultants for one another.
4. 10 Minutes: Personal Priority Ranking and Assessment of Commitment. Individually, each participant is to check the column indicating his/her personal priority ranking of the goals listed. Then, the participant is to speculate as to the commitment of the institution, the union, and the special interest group in relation to the goals listed.
5. 20 Minutes: Review Goals Profile and Consider Strategies. Based on the check marks in each of the columns, participants should note consistencies and inconsistencies. The profile that is formed from this information serves as an informal analysis or assessment of what interaction/resolution is required. Original pairings should reform in order to discuss this assessment. Participants should use each other as consultants to develop possible strategies.
6. 10 Minutes: Summary and Example of Specific Goal Development. Select a goal that will serve as a good example to highlight the process by which a goal is developed. "Training students for leadership positions" is a goal that can be used as an illustration. Summarize and allow for questions.

Source of Exercise:

Shirley Bird Perry
Susan Clagett
The University of Texas at Austin

Fall 1975

74

Exercise 3.1

The Programming ProcessPhilosophyGoal FormationPriorities (in relation to resources--political, material, human)Strategies (including time tables, use of resources)Action (the Program)Evaluation (in relation to above philosophy)Some Notes on Goals1. Consider Levels of Goals relating to the organization

Society's goals

The state's goals (denomination, private thrust, city, etc.)

The institution's goals

The college union's goals

The union program's goals

The individual group's goals (staff, program board, committee)

The individual's goals

2. Some Kinds of Goals

A. Stated goals (formal)

B. Unknown goals

C. Implied goals

D. Hidden goals

3. Goals and Time Lines

A. Basic (example: educational process)

B. Long-range (example: 10 years)

C. For an era (example: 3-5 years)

D. For the academic year

E. For special thrusts (example: Bicentennial)

F. For the semester, week, program period

4. The Importance of Goal Setting

A. Allows perspective--an overview

B. Forces confrontation of:

1. Philosophies

2. Concerns

3. Issues

4. Possibilities--Priorities

C. Results in Acknowledgement of:

1. Content goals

2. Process goals

Exercise 3.1

- 3. Group goals
- 4. Personal goals
- D. Development of Commitment
 - 1. A road map
 - 2. Shared knowledge of direction
 - 3. Ability to work as a team
- E. Provides a Basis for Evaluation--for Resetting of Goals

THE UNIVERSITY OF TEXAS AT AUSTIN
An Inventory of Goals and Priorities

[illegible]

	Priorities			Assessment of Commitment								
	A	B	C	The Institution			The College Union			Special Interest Group		
				A	B	C	A	B	C	A	B	C
A Summary of Goals	High Prior- ity	Moder- ate Prior- ity	Low Prior- ity	High Commit- ment	Moder- ate Commit- ment	Low or No Commit- ment	High Commit- ment	Moder- ate Commit- ment	Low or No Commit- ment	High Commit- ment	Moder- ate Commit- ment	Low or No Commit- ment

D. GOALS OR OBJECTIVES OF
YOUR SPECIAL INTEREST
GROUP (i.e., Program/
Policy Board, Committee)

E. YOUR PERSONAL GOALS IN
RELATION TO YOUR COLLEGE
UNION/STUDENT ACTIVITIES
INVOLVEMENT

COMMENTS AND NOTES:

Goal Development

OPERATIONALIZING GOALS

3.2

Goals:

1. To provide the opportunity for participants to determine specific approaches toward realization of program goals.
2. To require participants to work through and reach a consensus on program priorities and to determine a schedule for accomplishing these.
3. To emphasize the importance of sharing perceptions and determining directions in advance for program planning.
4. To introduce goal setting and objective determination as a basis for program evaluation and accountability.
5. To suggest an approach to budget building through goal setting and operationalization.

Physical Setting:

Large room for introductory remarks with enough space for small groupings.

Materials:

1. Predetermined groups. Exercise conveniently follows "Why Program" exercise (#2.2) and makes good use of the combined groups resulting from that exercise.
2. Art pad sheets for each group with felt pens provided.
3. Handouts suggesting formats for writing goals and objectives.

TIME REQUIRED

- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited

Exercise 3.2

Procedure:

1. A brief introductory presentation for the purpose of defining terms and explaining the rationale and critical components of writing goals and objectives. The facilitator should point out:
 - A. Necessity of implementing approach gradually
 - B. Need for consensus in objective determination
 - C. Importance of being realistic
 - D. Necessity of periodic review and renegotiation of objectives

CAUTION: It is important to be concise and not get bogged down in definitions. There may be Management by Objectives "experts" in the group who may tend to divert discussion. This strategy is not textbook MBO and should not be confused as such.

2. The total group is divided into smaller groups. (If the session follows the "Why Program?" session, the same combined groups are useful to use.) These groups are asked to take the top one or two prioritized goals and write objectives for these goals. The format for goals and objectives guide should be distributed.
3. The groups are asked to write a mission statement, goals, and supporting objectives. These are placed on art pad sheets and on stencils for duplication and later distribution to the total group. Groups should be allowed only about 30 minutes.
4. The small groups are asked to share their work with the total group.
5. A general discussion follows with the facilitator making several key points:
 - A. The success of this system depends on joint agreement of group regarding procedure and content.
 - B. There is a need for planning a minimum of one year in advance within a college union setting.
 - C. An approach such as this must be entered gradually and tailored to specific needs.
 - D. Flexibility must be built into the system.
6. The facilitator then introduces the Program Planning Guides and relates these to the use in event planning and budgeting.

VARIATION: If time permits, the group can select a particular event, and using the planning guides can construct a budget, make assignments, etc. for the successful completion of an activity. This is particularly useful if the group is an ongoing group responsible for working together throughout an extended period of time.

Exercise 3.2

Source of Exercise:

Stayton Wood
Southwest Texas State University

FORMAT FOR GOALS AND OBJECTIVES

MISSION STATEMENT:

G O A L S

I. (First goal)

OBJECTIVES:

1. (Objectives for #1 listed and numbered)
2. (etc.)

II. (Second goal)

OBJECTIVES:

1. (objectives for #2 listed and numbered)
2. (etc.)

III. (Third goal)

OBJECTIVES:

1. (objectives for #3 listed and numbered)
2. (etc.)

ETC.

Exercise 3.2

BUDGET SUMMARY

Program Area:

Division #:

Person Making Request:

Account NumberAccount DescriptionTotal

84

TOTAL _____

PROGRAM PLANNING GUIDE

Date: _____

Program Event: _____

Time and Date of Event: _____

Instructions: Please provide the information requested below during the conference with the advisor and the student responsible for the program. When the program has been completed, please finalize the budget information.

[illegible]

PAYEE OR DESCRIPTION OF ITEM PURCHASED	PROJECTED INCOME	PROJECTED EXPENSE	ACTUAL INCOME	ACTUAL EXPENSE
TOTALS				

Exercise 3.2

STUDENT DEVELOPMENT AND PROGRAMS

MOUNTAIN VIEW COLLEGE

Program Event Planning Sheet	Event Title	Event Date
---------------------------------	-------------	---------------

INSTRUCTIONS: Prepare 3 copies. Copy to Event Chairman, Advisor, and Director--Student Development and Programs. List all the assignments concerned with a particular event. Delegate these assignments and indicate date to be accomplished by. Check.

EVENT ASSIGNMENT	ASSIGNED TO	DATE TO BE FINISHED	CHECK
------------------	----------------	---------------------------	-------

Make room reservation (cancel if event is cancelled)

Prepare complete publicity request

Order refreshments (if needed)

Arrange for care of guest and/or speaker.

Clean up

Thank you notes

Submit evaluation within one week after event

Report (as specified)

Goal Development

INDIVIDUAL COMMITTEE GOALS

3.3

Goals:

1. To provide opportunity for committee chairs to refine and sharply focus on goals for each committee.
2. To provide an opportunity for council members to share individual goals with one another.
3. To provide opportunity for council members to react to each other's goals and objectives.

Physical Setting:

A large room to accommodate all participants for receiving instructions.

Materials:

Art pad sheets and felt markers. Set of group breakdowns by twos.

Procedure:

1. 30 Minutes. Divide the group into pairs and advise council members to review and refine goals and objectives soliciting reactions from partners. Record goals and objectives on art pad.
2. 2 hours. Each chair should present goals and objectives to large group (limit presentations to 10 minutes each). The Chair and advisor should react by suggestions and comments.

Source of Exercise:

Karen Todar
University of Wisconsin--Madison

TIME REQUIRED

- o 30 minutes
- o 1 hour
- o 1½ hour
- 2 hours or more

TYPE OF GROUP

- o Student
- Student/Staff
- o Staff
- Ongoing
- o Short-term

GROUP SIZE

- o 10 or less
- 10-20
- o 20-50
- o 50-100
- o Unlimited

Goal Development

PRIORITIZING

3.4

Goals:

1. To arrive at purposes and priorities in programming.
2. To share philosophies and program goals with others in small group setting.
3. To prioritize general program goals.
4. To expose the group to a consultative process.
5. To enable groups to experience a decision-making process.

Physical Setting:

Area large enough for small groups to work without disturbing one another.

Materials:

Art pads, felt pens, chalkboard, paper, pencils.

Procedure:

1. 10 Minutes: Introduction. An introduction to goals or purpose setting is provided. Agreed-upon definitions of goals, priorities, purposes, etc. are determined. The leader gives examples of types of goals which might be considered. Special attention is given to the term "priority." For the purpose of this exercise, a priority is a ranking of goals.

After the introduction and general discussion, the group divides into small clusters of 5-6 persons. These clusters brainstorm programming goals/purposes: Why do unions program?

TIME REQUIRED

- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited

Exercise 3.4

2. 20 Minutes: Prioritizing Goals. After the groups have listed goals, they rank them in priority order from 1 to 10 in terms of importance. NOTE: 1 = most important; 10 = least important.
3. 20 Minutes: Combining Prioritized Lists. When the prioritizing has been completed, the small clusters combine to create several larger groupings of 10-12 persons. This combined group compares the two lists of priorities in order to blend them into a single set of five priorities in rank order. NOTE: An important aspect of this exercise is the experience of two task groups joining together to work on a collaborative project. It is to be expected that the groups will evidence some territorial feelings in "giving up" a list they worked hard to develop in order to achieve a shared set of priorities.
4. 10 Minutes: Summary Discussion. The group reconvenes and each cluster group shares its five prioritized goals. A general discussion is conducted including observations on group process, type of leadership in the clusters, the manner in which the group arrived at decisions, the process of combining the two cluster groups, conflicts in leadership.

SPECIAL NOTE: The groups should be asked to keep their prioritized lists for discussion at a later stage in their training program or membership in the group.

Source of Exercise:

Stayton Wood
Susan Clagett
Core Consultation Team in College Union Programming
Association of College Unions-International

Goal Development

3.5

SETTING GROUP OBJECTIVES/DEVELOPMENT
ACTION PLANS FOR A SPECIFIC PERIOD OF TIME

Goals:

1. To generate goals to guide a group's activities for a given time period, e.g., an academic or calendar year.
2. To translate each goal into one or more specific objectives, indicating expected outcomes and time frames.
3. To develop concrete, detailed action plans for realization of each objective.

Physical Setting:

A room large enough to accommodate several small groups engaged in discussion and group activity is needed. The space should allow for groups to conduct discussions without interference in regard to sound.

Materials:

Art pad sheets, felt pens.

Procedure:

The procedure for this exercise takes the form of several distinct steps designed to move the discussion along in as logical and efficient a manner as possible. It is extremely important to focus the discussion during each stage of the process in order to avoid the confusion that results when dreams, missions, goals, resources, strategies and tactics are all on the table simultaneously. The overall direction is from general to specific. Time indications are approximate and can be dealt with flexibly. The facilitator should not be a participant in the discussion, but should keep it on track.

TIME REQUIRED

- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited

Exercise 3.5

The expectation is that at the end of three hours, the group will have a prioritized listing of measurable objectives with at least an initial indication of major strategies to be used in accomplishing each one.

1. Overview of Process--10 minutes. Process outline including "relevant considerations" for each step should be distributed and reviewed.
2. Brainstorming--20 minutes. Develop an initial list of goals and concerns. Follow standard procedure for brainstorming in which all ideas and issues are acceptable and recorded, regardless of feasibility, level of specificity or appropriateness. Relevant considerations:
 - A. Problem areas.
 - B. Target groups.
 - C. Potentialities.
 - D. Organization image.
 - E. Strengths and weaknesses.
 - F. Dreams and fantasies.
3. Consolidation--30 minutes. Refine the initial list by clarification, elimination, consolidation. Relevant considerations:
 - A. Overlapping.
 - B. Duplication.
 - C. Vagueness.
 - D. Feasibility.
 - E. Appropriateness.
 - F. Significance.
 - G. Rationale.

Note: Realism should be a factor in the discussion at this point (including recognition of the total time period available for achieving all goals; nonetheless, if at least three people believe an item should be retained for further analysis, it should be retained).
4. Setting Objectives--45 minutes. Translate the remaining items into statement of objectives. Depending on the size of the group, it might be helpful to break into smaller groups for this portion, assigning specific items to each group.

Essential considerations: outcome, time frame, measurability.

Exercise 3.5

Example of an objective: During the last three months of this Board's term, an average of three students per meeting will come to present opinions or concerns to the Board.

Relevant considerations:

- A. Results.
- B. Current condition.
- C. Resources.
- D. Feasibility.
- E. Time.
- F. Implications.
- G. Impact.
- H. Limitations.

5. Prioritizing--20 minutes. Arrange objectives in order of importance.

Note: If small groups were used for Step 4, it may be necessary to revise wording of some objectives at this point in order to obtain consensus of the group as a whole.

Relevant considerations:

- A. Significance.
- B. Rationale.
- C. Current circumstances.

6. Designing Strategies--45 minutes. List major strategies for achieving each objective including time frames. Again, small groups, each working on different objectives, might accomplish this task more efficiently than the group as a whole.

Relevant considerations:

- A. Alternative methods.
- B. Getting input.
- C. Available resources.
- D. Subcommittees.
- E. New committees.

Exercise 3.5

F. Appropriateness.

G. Feasibility.

H. Time.

I. Contribution to meeting objective.

J. Accountability.

7. Review of Final Product and Celebration--10 minutes.

Note: Quite possible that celebration will take more time.

Source of Exercise:

Suzanne Brown
The University of Nebraska--Lincoln
Lincoln, Nebraska

Materials developed for use with the Nebraska Union Advisory Board

PROGRAM DEVELOPMENT

Innovation and creativity in programming are common concerns expressed by students and staff in college unions and student activities programs. Combatting campus apathy, poor attendance at programs, repetition of events, and the need for fresh ideas are not uncommon within any union or student activities program. It is unfortunate, but quite often true, that some programmers find it difficult to be proactive in program development. Far too frequently, college union programs react to situations or merely reflect current crazes rather than actively predicting or identifying trends. Similarly, union programs seem at times to ignore the continuing values of society in favor of programs that are only currently "in." This tendency results in many programming organizations being justly accused of offering shallow, "frothy" activities instead of meeting their responsibility for quality events complementary to the other educational and academic offerings of the campus.

Program development has much to do with the success of the union in developing and training its programming group. Poorly recruited, uninformed programmers, at the student and staff levels, will produce irrelevant and irresponsible programs. Programmers in any role simply must be among the most sensitive, aware, and articulate thinkers. Most of all, they must have assistance in learning to think globally, to be able to relate events and ideas and to be able to formulate these relationships into program efforts that have meaning to the campus. Quite often this process involves relating concepts or happenings that, superficially at least, seem to have no connection. This ability and mode of thinking are the very essence of creativity and are the bases of good program development.

The exercises in this section focus on the creative process with the implication that all people possess some creative abilities. In training sessions, it is impor-

tant to convey to participants that being creative, while difficult, is not beyond the ability of anyone who is genuinely interested. This definition of creativity is different from the commonly held perception that the creative person is one out of touch with reality or living apart from the mainstream of society. On the contrary, the creative programmer is one immersed in life, aware of and able to use resources, and competent in promoting results.

Program development as outlined in these exercises also places considerable emphasis on relationships and roles within the programming group. College union programming is based on the value of students and staff working in partnership to accomplish purposes. Successful program development depends on the ability of the programming group to arrive at an agreed-upon resolution of the degree to which each of these components of the organization will assume responsibility. The numerous approaches outlined reflect techniques that have been developed and experimented with by student and staff programmers in several college union settings.

Program Development 4.1a

THE STUDENT/STAFF PARTNERSHIP

Goals:

1. To examine the elements of the student/staff partnership.
2. To identify the roles that students and staff fulfill.
3. To provide a basis for clarifying functions to alleviate confusion and misunderstanding.

Physical Setting:

Area where small cluster groups of 5-6 persons can meet without disturbing one another.

Materials:

The following instruments are needed:

"A Rating of Role Descriptions."

"Agree/Disagree."

"An Inventory of Student and Staff Responsibilities in College Union Programming."

TIME REQUIRED

- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited

Procedure:

1. 10 minutes. Group leader introduces the subject area with a general lecturette on the terms "partnership" and "partnership concept" as they apply to the student/staff relationship.
 - A. "Partnership" approach is unique to college unions. Underlying philosophy is that students and staff working together can produce a more effective program than either can working separately.

Exercise 4.1

- B. Refer to reference to the student/staff partnership which may have been used in other exercises (e.g., Agree/Disagree on College Union Philosophy, Talking Duos, etc.) to provide a basis of transition.
 - C. Provide workable definition of the student/staff partnership.
Suggestion: The student/staff partnership is the joint enterprise formed for the purpose of achieving the goals of the college union.
 - D. From both a student and staff viewpoint, it is important to examine some of the components of the partnership concept. Some rhetorical questions might be posed to the total group for consideration and reflection:
 - (1) How is successful working relationship established between students/staff?
 - (2) What are the steps in developing a successful relationship?
 - (3) How is a relationship between students and staff refined and changed during an academic year?
 - (4) What are the expectations of student and staff of one another? What are the preliminary concerns? Does reality coincide with these expectations?
 - (5) How are honesty and frankness introduced into a relationship?
 - (6) What training and preparation does the college union provide both students and staff for working together? Is such training an obligation of the union?
 - (7) Can the college union provide the necessary information and resources to assist in this rather "gray" area?
 - E. As a lead-in to the exercise, it is important to define the focus of this session. Again, it might be helpful to pose questions such as "What role does the student fulfill in the college union, and, conversely, what role does the staff member fulfill?" And ultimately, "How do these 'job descriptions' complement and/or conflict with one another?"
2. 5-10 Minutes. The written exercise, "A Rating of Role Descriptions," is distributed to workshop participants and they are asked to respond individually, ranking the role descriptions on the scale provided.
 3. 10 Minutes. Workshop participants are then divided into prearranged cluster groups of 5-6 persons to compare and tally responses. NOTE: It is suggested that participants go through each item quickly to get a summary of the group's areas of agreement and disagreement.
 4. 20 Minutes. Workshop participants should then select those items which indicated areas of disagreement and allow for discussion of the issues which prompted their original response.

Exercise 4.1

5. 10 Minutes. The cluster groups are then asked to rejoin the larger group for discussion and reporting of their group's experiences. The group leader should attempt to determine which questions provided the stimulus for discussion and attempt to identify underlying issues. NOTE: If desired, the leader can tally responses on a blackboard in order to get a profile of the total group's responses.
6. 5 Minutes. As a wrap-up to the discussion, several comments by the leader seem in order:
 - A. If there is no clear acknowledgment of the expected and actual roles assumed by students and/or staff, there is a greater likelihood of misunderstanding, frustration and conflict.
 - B. Extended further, the manner in which the partnership is defined has a direct bearing on the quality of the working relationship between students and staff.
7. 5 Minutes. The written exercises titled "Agree/Disagree" and "An Inventory of Student and Staff Responsibilities in College Union Programming" should be offered as takehome materials which might have application in other situations. It is anticipated that students and staff in the same institution will find the exercise(s) valuable in defining roles and identifying expectations. It is also possible to substitute either exercise as the primary focus of the session.

SPECIAL NOTE: There is an obvious interconnection between the relationship of students and staff and the roles or jobs they perform. This exercise is designed to identify and clarify roles in an attempt to improve the quality of the working relationship.

Source of Exercise:

Susan Clagett
The University of Texas at Austin

A RATING OF ROLE DESCRIPTIONS
STUDENT-STAFF: THE PARTNERSHIP CONCEPT

Please react to each of the following role descriptions, ranking on a scale of 1 to 3 whether you feel the function is more appropriately fulfilled by a staff member or a student.

Description of Role or Responsibility	Your Rating: Check number most closely reflecting the personal value or feeling you would assign to the role described.		
	1 Staff Function with Student Input	2 Function Shared Jointly by Stu- dent and Staff	3 Student Function with Staff Input
1. Public spokesman for the program board or council.			
2. Responsibility for physical arrangements and work orders for union programs.			
3. Membership and vote on the Program Council.			
4. Contacting faculty members for input/advice and participation in union programs.			
5. Removing/dismissing ineffective chairmen.			
6. Setting goals and priorities for the program.			
7. Evaluating program effectiveness			
8. Consultation and resource services in programming.			
9. Input/influence on building use, environment, and operation.			
10. Review and vote on budgetary matters relating to the total union.			
11. Sanction and initiative to suggest and implement program ideas.			
12. Financial remuneration for services.			
13. Hiring/firing of staff personnel.			
14. Interpretation of university policies affecting programming areas.			

Exercise 4.1

The Core Consultation Team
of the
Association of College Unions--International

AGREE-DISAGREE--STUDENT-STAFF: THE PARTNERSHIP CONCEPT

Please react to each of the following statements, indicating whether you agree (A) or disagree (D).

- _____ 1. A well-organized, effective group of students could plan and produce a quality program of activities for the college campus without the aid of staff.
- _____ 2. The most important and significant union programs are produced by students and staff working in collaboration with each other.
- _____ 3. The setting of goals and directions for the union program is a student responsibility.
- _____ 4. Ultimately, final decisions affecting a union's program should be student decisions.
- _____ 5. One characteristic which often distinguishes the union program from campus activities agencies (such as student government) is the continuity and experience provided by a professional program staff.
- _____ 6. A valid measure of success for a program is the degree and level of involvement of the student and staff member responsible.
- _____ 7. In the case of a personality conflict between a student and staff member, the most effective solution is the avoidance of direct and open conflict.
- _____ 8. The more effective a student leader, the more willing he is to seek advice and assistance and use resources available to him.
- _____ 9. In a true student-staff partnership, the staff member has full and equal standing and vote on the program council.
- _____ 10. The most successful student-staff partnerships are often achieved with students who are relatively self-sufficient and independent of their staff advisors.
- _____ 11. In the case of an ineffective chairman, it is appropriate for the staff advisor to assume some of the student's responsibilities as his own in order to get the job done.
- _____ 12. A worthwhile goal of a student leader in a college union program would be the personal growth and development of his staff advisor.

Exercise 4.1

- _____ 13. Staff-initiated programming is an integral part of a fully functioning program operation.
- _____ 14. Fear of controversy on the part of students or staff often inhibits the full effectiveness of a college union program.
- _____ 15. Staff members consistently do uncreative detail work so students are free to do more stimulating, important tasks.
- 7/ _____ 16. When a student criticizes an advisor's colleagues or co-workers, the staff member should maintain a loyalty to his fellow staff members.
- _____ 17. The role of a program advisor is a complex, fragmenting one, requiring the assumption of a number of demanding roles and the need to be "all things to all people."
- _____ 18. A well-organized, effective group of staff could plan and produce a quality program of activities for the college campus without the aid of students.
- _____ 19. A college union program should be geared to a student's level of competence.
- _____ 20. In his role as program chairman, a student fields questions and complaints directed toward the union's program operation, thus serving as a buffer and a protectorate for the staff.
- _____ 21. A staff member's primary responsibility is to the student he advises, not the program area for which that student has responsibility.
- _____ 22. The student should be concerned with the special talents and interests of his staff advisor in determining their respective responsibilities.

Exercise 4.1

ACU-I Core Consultation Team on Programming

AN INVENTORY OF STUDENT AND STAFF RESPONSIBILITIES
IN COLLEGE UNION PROGRAMMING
STUDENT-STAFF: THE PARTNERSHIP CONCEPT

Instructions: Considering the various roles and responsibilities which both students and staff fulfill in the programming area of your union, please list in the columns below those responsibilities which you feel are more appropriately student responsibilities and those which you feel are more appropriately staff responsibilities. There are no correct answers, so use your own judgment in assigning items to the column labeled student or staff.

STUDENT RESPONSIBILITIES

STAFF RESPONSIBILITIES

For Example:

1. Provide continuous input and feedback regarding student needs to the union from the university's student community.
2. Serve in an advisory capacity to the staff members directing building use and operational areas (i.e., food service, arts and crafts, etc.).
3. Join staff in reacting to budget; voting on the total union budget.
4. Remain aware of union's financial status on a regular continuous basis.

For Example:

1. Assist students in translating student needs into union programs and services.
2. Assume major responsibilities for direction of the union's business and operational areas.
3. Preparation of realistic budgets based on student and staff input.
4. Responsible for day-to-day administration of union budget according to union's broad fiscal guidelines.

Program Development **4.1b**

THE STUDENT/STAFF PARTNERSHIP

There are a number of variations on the approach to dealing with the Student/Staff Partnership Concept. The following exercises are suggested for use at the beginning of a year for board members. It would be useful to repeat the exercises at the end of the year and discuss any differences in response. These strategies afford some means of determining impact in this critical area during the course of a student's tenure in the programming area.

Source of Exercise:

Shirley Plakidas
Louisiana State University

TIME REQUIRED

- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited

Exercise 4.1b

INSTRUCTIONS

1. Read each statement. Indicate in Column 1 whether you agree ("A") or disagree ("D").
2. In your small group, quickly tally the number of "agree" and "disagrees" in Column 2.
3. Discuss those statements which reflect the largest degree of conflict among your group's members. The purpose of discussion is to identify the sources of problems and frustrations inherent in union work, and then to explore possible solutions to problem areas.
4. The group leader will report back to the larger group what sources of conflict and frustration have been identified and what solutions to problems, if any, have been offered by the group.

The Staff-Student Partnership

(Individual)		(Group)
Column 1		Column 2
	"A"	"D"

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 1. What students get in personal growth from planning and conducting programs is more important than the value or success of the program itself. |
| _____ | _____ | _____ | 2. Advisors, chairpersons, and committees should establish objectives or goals for their programs every year, even if some programs are repeated annually. |
| _____ | _____ | _____ | 3. The advisor should not step in and carry out the detail work for a program even when it is obvious that the chairperson and/or committee is not going to fulfill its responsibilities. |
| _____ | _____ | _____ | 4. The Program Department (students and staff) should be committed primarily to putting out a program product for the University community and secondarily to developing student leadership through the process of programming. |
| _____ | _____ | _____ | 5. The union has the right to expect a chairperson to be responsible personally for the standards and success of a program. |
| _____ | _____ | _____ | 6. As programmers, we should strive constantly to offer the programs that students want, not what we think they need. |

Exercise 4.1b

- _____ 7. Student programmers should rely heavily upon the advice of staff in planning programs, since advisors are in a better position to observe long-run trends in programming and to avoid repetition of mistakes.
- _____ 8. An advisor should always be prepared to take action in the event that the chairperson or committee cannot be depended upon in carrying out a program.
- _____ 9. Chairpersons should be required to submit an extensive evaluation of their committee's programs before they leave office.
- _____ 10. When it becomes obvious that a chairperson is not going to carry out effectively the responsibilities of his/her office, the advisor should initiate steps to see that the chairperson is removed from office.
- _____ 11. The best way for an advisor and chairperson to arrive at an agreement on the division of responsibilities is for the two to write down what they expect from each other at the beginning of the programming year.
- _____ 12. A chairperson should not propose a program to the Program Council if the advisor objects to the program.
- _____ 13. If an advisor feels strongly that a program should be done, but cannot find a committee that is interested in it, the advisor should propose the program to the Program Council as a staff project.
- _____ 14. If a conflict arises within a committee, both the chairperson and the advisor should remain neutral and not impose their personal value systems on the group.

Exercise 4.1b

THE STUDENT-STAFF PARTNERSHIP

The following list of "roles" includes descriptions of the types of functions performed by programmers in the LSU Union. In working out your own special staff-student relationship, you are encouraged to consider the following questions about these roles:

- (1) Should be exclusively a staff function?
- (2) Should be a staff function with student input?
- (3) Should be a function shared jointly by students and staff?
- (4) Should be a student function with staff input?
- (5) Should be exclusively a student function?

Remember: each committee is unique, so the relationship between students and staff in fulfilling these roles will not necessarily be the same for all committees. The important thing is that role expectations are communicated between staff and students.

Spokesperson to the public for the committee or for Program Council
 Responsibility for physical arrangements, such as room set-ups
 Membership and voting on the committee/Program Council
 Distributing union brochures and literature, posters, flyers, table tents
 Contacting faculty members for input/advice and participation in union programs
 Removing/dismissing ineffective chairpersons/committee workers
 Setting goals and priorities for the program
 Evaluating program effectiveness
 Conducting/chairing meetings
 Consultation and resource services in programming
 Input/influence on use of facilities for programs
 Review and vote on budgetary matters
 Initiative in suggesting and implementing program ideas
 Financial remuneration for services
 Recruiting committee members
 Development of training programs for student volunteers
 Interpretation of university policies affecting program areas
 Communication with agents regarding bookings of entertainment/speakers
 Editing/typing/duplicating program materials, such as minutes, how-to information
 Introduction of entertainment acts or speakers to an audience
 Design and ordering of printed publicity materials
 Following up on assignments given to committee members to see if work has been done
 Training committee members in "red tape" procedures
 Recognizing volunteers formally and informally for work performed
 Dealing with university administrators
 Responding to patron complaints concerning programs
 Keeping track of committee expenditures
 Establishing deadlines for accomplishing tasks associated with specific programs

Program Development

4.2

INNOVATION AND TRENDS IN PROGRAMMING

Goals:

1. To identify and acquaint participants with current trends and innovations in programming.
2. To stimulate participants to consider application of ideas to their own situation.
3. To spotlight program resources.
4. To stimulate participants to consider new areas of programming.
5. To examine larger forces in society affecting programming.
6. To look for means of anticipating trends which affect programming.

Physical Setting:

Need a large area to accommodate active subgroups of 4-10 persons each.

Materials:

"Uncommon Guide to College Union Programming."
*Academic catalog of local college or university.
Chalkboard.
Blank ditto masters.

*May also use Sunday NEW YORK TIMES, local paper, publication such as ROLLING STONE, yellow pages, other locally available resource.

TIME REQUIRED

- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited

Exercise 4.2

Procedure:

1. Group leader introduces topic by using an element of surprise in resource utilization. A suggested entrance is to quickly draw a list of program ideas using host school academic catalog. Reveal the list asking the group to guess the source. Reveal the source only after considerable discussion. This provides a good tie-in to the value of faculty use and the tapping of other excellent program resources that are often overlooked simply because they are familiar.
2. Break the total group into subgroupings of 4-6 persons each. Instruct the subgroups to develop a listing of program ideas based on resources assigned. Possible resources are "Uncommon Guide to College Union Programming," NEW YORK TIMES Sunday Edition, local newspaper, periodicals, academic catalogs, yellow pages, etc. It might be helpful if one person in each subgroup assumed responsibility for becoming acquainted with a particular resource prior to the generation of the listing of program ideas.
(30 minutes)
3. Reassemble the large group. Ask each subgroup to share its most ingenious program idea. Check with each group regarding the resources used and their value.
4. In the wrap-up, the leader should stress the importance of using familiar program resources rather than depending on commercially available ideas only.
5. Have each subgroup record their program ideas on ditto masters and have copies made for all participants.
6. Relate program ideas generated to trends in society, education, fashion, etc. Make participants aware of the relationship between what is programmatically successful and what is occurring in the larger society.
7. Provide copies of the "Uncommon Guide to College Union Programming" as take-home resource.
8. Closure to the exercise and session can be obtained through generation of a listing of additional program resources.

Source of Exercise:

Cora Hilliard
LBJ School of Public Affairs
The University of Texas at Austin

SPECIAL NOTE: The "Uncommon Guide to College Union Programming" is a publication of the Association of College Unions-International and may be obtained in bulk quantity from the Association's central office.

Program Development 4.3

SOCIAL INFLUENCES AND TRENDS IN PROGRAMMING

Goals:

1. To expose and discuss the concept of the "program consumer."
2. To identify participants with resources in higher education.
3. To identify resources among fellow participants.
4. To observe and comment personally on issues and trends in higher education, and the college union.
5. To summarize the nature of the issues/trends identified by the groups.
6. To make some general comments about the origin of trends, predicting trends, etc.
7. To relate trends to program specifics and provide transition into discussion on creativity/creative programming.

Physical Setting:

The exercise requires space for a total group to break down into several small groupings for discussions. There should be wall space for posting results of group discussions.

Materials:

Set of small group breakdowns.
Set of short, effective articles reflecting trends in higher education or program-related issues for each member (Suggest, Chronicle of Higher Education, Time, etc. as a source of articles).
Art pad or chalkboard to record discussion points.

TIME REQUIRED

- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited

Exercise 4.3

Procedure:

1. The leader provides an explanation of the role of trends and influences that affect programming. Discuss the concept of the "program consumer," i.e., having needs fulfilled by certain "products" (see Exercise 4.4).
2. Discuss/identify those trends past and present that were manifested in politics, education, culture, economics, social, level of student involvement, etc. Discuss importance of anticipating and adapting to trends and changes.
3. Distribute articles or essays to groups of 6 persons to read and to discuss in terms of the ramifications of that particular idea or event. Include how that idea or event could have a bearing on the lives of people presently or in the future. The subgroups should also be able to identify the need(s) fulfilled or satisfied by the particular trend in the article.

NOTE: This session may be broken at this time to include a meal or other informal time during which conversations can be continued.

4. Regroup and each group report on the major points of discussion. General discussion follows on prediction of trends and their importance to programming.

SPECIAL NOTE: Articles used may involve topics such as politics, theatre, cinema, fashion, music, architecture, science, or any subject reflecting trends.

Source of Exercise:

Hal Weiner
The University of Texas at Austin

Program Development

THE PROGRAM CONSUMER

4.4

Goals:

1. To develop an awareness of the concept of the program consumer.
2. To identify the make-up of the campus in terms of interests through differentiation of basic constituencies.
3. To evaluate needs of students and to discuss methods of communication in reaching them.
4. To develop methods in which to incorporate a better awareness of the program consumer into the planning process.

Physical Setting:

A room in which the total group can be accommodated in audience style setting is needed.

Materials:

Art pad or chalkboard.

Procedure:

1. Discuss the concept of the program consumer in terms of receiving programs and services that meet certain needs.
2. Discuss possible methods to identify and differentiate students' tastes and preferences for programs and services.

TIME REQUIRED

- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited

Exercise 4.4

3. Discuss needs of students using Maslow's Need Hierarchy and correlate the needs to the type and level of need satisfaction provided by various aspects of the union (committees, leadership roles, program participation, etc.) using charts.
4. Discuss methods of communication to best fulfill these needs.

Source of Exercise:

Hal Weiner
The University of Texas at Austin.

Program Development

CREATIVE PROGRAM DESIGN

4.5

Goals:

1. To satisfy participants' needs to obtain specific program ideas.
2. To effectively identify and utilize resources available to participants.
3. To discuss and develop the importance of a balanced program.
4. To encourage the concept of joint or collaborative programming.

Physical Setting:

A large room to accommodate small cluster groups.

Materials:

Chalkboard, paper bags with enclosures, ditto masters.

Procedures:

1. **15 Minutes: Introduction of Concepts.** The group leader introduces the subject area with a lecturette on the term "resources" discerning human resources from material resources. A sample resource list is generated.

The program process is reviewed in the large group covering the following points:

- A. Assessment of needs.
- B. Determination of available resources.

TIME REQUIRED

- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited

Exercise 4.5

- C. Development of the program plan.
- D. Implementation of the plan.
- E. Evaluation of the plan.

These steps are elicited from the group in the general discussion. The planning approach is related to the resources identified earlier. It is interesting to determine how resources can be used in different segments of the programming process.

The facilitator conducts a general discussion of program planning with an emphasis on the concept of a "balanced program." The group is asked to define the terms "balanced program" by generating adjectives or phrases which are components of a "balanced program." Examples of such adjectives are: format, intensity, financial investment, availability of resources, breadth of subject area.

2. 20 Minutes: It's in the Bag. To explain the point of creative program design, an exercise entitled "It's in the Bag" can be effective. The group is divided into small clusters of 2-5 people. Each group is given a paper bag containing an object (pencil, paper club, credit card, etc.). Each bag should have a different item and the identity of the item should not be revealed to the other groups. Provide the following instructions:

"Take the bag, but do not open it until you are out of sight and sound of the other groups. Then, open the bag and you will find an item which is used as the basis for developing program ideas. Utilize the item to formulate a well-long series of events encompassing the various elements of a balanced program." (Various special event themes could also be used, e.g., homecoming activities, special all-nighter programs, etc.)

When time is called, the groups are asked to report their program ideas. These reports are often humorous and serve as an enjoyable way of covering an important subject.

3. 15 Minutes: Round Robin on Joint Programming. At the completion of this segment of the exercise, move into a brief discussion of creativity and intergroup program efforts. Ask the group to break into small groups of six. Set up the following configuration and assign individuals the following roles:

RECREATION COMMITTEE	X ↔ X	MUSICAL EVENTS (ENTERTAINMENT) COMMITTEE
FILMS COMMITTEE	X ↔ X	PERFORMING ARTS COMMITTEE
SPEAKERS COMMITTEE	X ↔ X	SPECIAL CONSTITUENCIES (veterans, commuters)

(NOTE: The groups can represent the committees which exist within a particular organization.)

The participants are asked to assume the role they have been assigned. The groups are directed to spend three minutes in brainstorming joint programming ideas which could involve the two groups represented. At the end of three minutes, one side of each dyad rotates as indicated:

Exercise 4.5

RECREATION COMMITTEE
 FILMS COMMITTEE
 SPEAKERS COMMITTEE



X SPECIAL CONSTITUENCIES
 X ENTERTAINMENT COMMITTEE
 X PERFORMING ARTS COMMITTEE

The procedure is completed with the third and final rotation. The group is asked to comment on the experience of cooperative planning. If particular combinations are more difficult than others, explore this dimension through a group discussion. Have the partners share new program ideas that arise during their dialogue.

4. 10 Minutes: Closure. The session can be concluded by reviewing the content areas which have been explored in resource identification and planning development. Special comments need to be made regarding the definition of balanced programming, creativity in program concepts, and the potential for collaborative programming.

Source of Exercise:

Core Consultation Team in College Union Programming
 Association of College Unions-International

GROUP DEVELOPMENT

An effective group, like an automobile, needs constant maintenance in order to remain in good working order. The techniques in this section are designed to assist group leaders in better maintaining their groups as a means of more successfully accomplishing their group goals. Strategies included range from those affecting groups at the time of their formation to those that are of use at later stages in the group's existence.

College union program committees are often in need of repair. The very nature of these groups requires attention to the needs of constantly changing volunteer members, demands of a fluctuating campus population, and responses to the ever-present fiscal and political realities of the college or university. The need for a strong, cohesive organization is self-evident.

In the annual cycle of a college union program organization, there are obvious times when attention should be given to group development. These may vary according to the particular campus calendar and programming schedule, but they exist on every campus. The perceptive trainer will carefully assess the situation and will introduce material into the training program according to the demands of the environment for which the program is being planned. For example, new committee chairpersons are probably not too interested in complex problem-solving techniques early in their terms. On the other hand, they may be extremely sensitive to approaches to agenda setting and other basic committee management strategies. Timing is critical in the design of the training program whether the program is a specific seminar or a year-long effort.

It is often true that the training aspects of group development are ignored in many college union programs because of their strong task orientation. So many

college unions seem to be oriented primarily toward the end result of the program to the exclusion of the people involved. The personal area, however, contains much of the potential for the rewards of participation in college union programming for the volunteer members. Through working in groups and through the very personal encounters and interactions such groups provide, members often learn more and are actually taught more than they receive from the programs themselves. For this reason alone, the need to include the personal dimension within the overall training endeavor is vital to the effectiveness of college union programs.

Group Development

5.1

RECRUITMENT/RETENTION IN COLLEGE UNION PROGRAMS

Goals:

1. To identify helping and hindering forces affecting recruitment and retention of participants in college union programs.
2. To afford some means of organizational analysis of programs.
3. To introduce a problem-solving technique.

Physical Setting

Room large enough to accommodate several small groups and a combined large group.

Materials:

Art pad sheets with felt pens for several small group breakdowns of 4-6 people.
Ditto masters.

Procedure:

1. The leader begins by describing the problem-solving technique to be used. This procedure is called the Force/Field Analysis as developed by Kurt Lewin. The leader draws several examples on an art pad reflecting the way in which the theory works. See attached samples.
2. The leader breaks the total group into several groups of 4-6 people and instructs the groups to apply the force/field analysis technique to the topics of recruitment and retention of students for college union programs.
NOTE: It is helpful to have some groups work on the problem of recruitment

TIME REQUIRED

- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited

Exercise 5.1

and some groups work on the problem of retention. Each group is asked to list on the art pad sheet the propelling or helping forces and the hindering or restraining forces affecting the problem. Ditto masters are provided each group so that the results can be duplicated and shared with all participants. (30 minutes)

3. Each group is instructed to discuss ways in which the hindering forces can be reduced through the suggestion of specific solutions to the problem.
4. After each group has worked on solving the problem, the total group is reconvened and each group is asked to report its work.
5. The leader can facilitate the discussion by compiling a list of solutions that provides the basis for "back-home" follow-up and application. Some participants can be designated in responsible roles for follow-up.

NOTE: Attached to this section are examples of ideas and other material generated in relation to recruitment/retention of students at various ACU-I sponsored workshops. These materials provide an excellent reference for stimulating discussion.

Source of Exercise:

Core Consultation Team in College Union Programming
Association of College Unions-International

Exercise 5.1

FORCE FIELD ANALYSIS OF RECRUITMENT:Propelling Forces

Motivation: ambition, status, friends, rewards (free tickets, etc.), sense belonging, specific interest, personal contact, academic interest

Ways to encourage students to join: publicity, personal contact, activities carnivals, take programs to students, leadership building programs, freshman orientation, poll academic heads to find students with specific interests

Restraining Forces

Insecurity, fear of failure
Lack of time
Social pressure (rejection of established bureaucracies)
Past failures (bad experience or poor leadership)
Apathy, disinterest
Lack of communication, referrals and personal contact
Lack of facilities--students don't identify with and enjoy
Competition from other student group
Lack of time
Lack of money

SPECIFIC SUGGESTIONS ON RECRUITING:

- A. Prerecruitment: Plan strategy, whom are we looking for
Determine strong, weak points
Determine common goals, purposes
Determine priorities
- B. Publicity: Brochures
Stories in newspaper
Radio
Word of mouth
Faculty
Existing organization (announce at meetings)
Letters to entering students
Monthly calendars
Announce and list information on event programs
Booth on campus
Hand-outs
- C. Accessibility: Take programs to students
Activities carnivals
Programs outside the union
Use programs to plug other programs
Co-sponsor events with other group--get them involved
"Kidnap" freshmen
Union week--expose new students to all facets of union
- D. Approaches: Ask for commitment
Approach the people with time, energy, talent
Pay students for work
Capitalize on failure--"did you miss us?"
"Work the crowds"--talking incognito

Exercise 5.1

Opportunity for additional input
Fun but responsibility
Point out rewarding aspects
Make hesitant student feel wanted, important, necessary
Point out sense of identity for all students
Find specific place for each interested person
Find idle person and get him involved
Develop special approach for minorities

E. Postrecruitment: Get people involved soon after being recruited
Don't come on too strong with the magnitude of the program
Leave brochures, hand-outs with person after personal
contact
At the first meeting, let new members know they were expected and make them feel welcome
Recruitment all year long, not just a one-time push

SOURCE:

SUMMARY OF EXERCISE ON RECRUITMENT, RETENTION AND MOTIVATION, TRAINING AND DEVELOPMENT ACU-I Workshop on Programming, The University of Texas--Austin, Region XII, August 9-11.

Exercise 5.1

From Core Consultation Team Workshop, 1972; Session conducted by Karen Simopoulos

FORCE FIELD ANALYSIS ON TRAINING AND DEVELOPMENT:

Propelling Forces

Interest
Labs and workshops
Orientation session, materials
Efficient resources
Good communications
Definite purpose for training
Purpose in goals
Constant reassessment
Continuous emphasis on educational process
Remembering total union goals
Understanding hierarchy
Goal realization
Reinforcement and support; recognition for accomplishments
Give people responsibilities
Relationships on a personal basis
Student input into decision making

Restraining Forces

Amount of work
Complex processes; red tape
Too much theory; not enough practice
Time lapse between training and practice
Lack of time
Lack of efficient resources
Lack of motivation; apathy
Lack of flexibility
Bad training experience; poor teacher/learner relationship
Manpower turnover
Lack of information; lack awareness of purpose
Lack of reinforcement and support
Formal structure of orientation

SPECIFIC SUGGESTIONS ON TRAINING AND DEVELOPMENT:

Preorientation:

1. Good public relations program to make people aware of program and program activities.
2. Establish training goals
3. Use retreats to work out training goals and strategies
4. Goal focus--understanding student/staff relationship

Orientation Process:

1. Initial
 - a. introduce new members to students and staff they'll be working with
(1) have meetings of old and new personnel
 - b. develop good orientation materials--on facilities, procedures, rewards, personnel
 - c. tour of union--meeting all the people
 - d. presentation of structure and strategy--job definitions, administrative processes
 - e. make red tape work for you! If students are well informed about procedure they can use it. Let students know they can do things most students can't.

Exercise 5.1

Propelling Forces

Flexibility in programming; one-shot funds available
 Plan projects (goals), constructive criteria
 Define realm of responsibility
 Public and personal feeling of recognition
 Pride in results
 Understanding of entire union of program and purpose
 Openness
 Preparation
 Personal interest
 Success
 Coping well with failure
 Being "in"
 New or modified experiences
 Professional help and direction
 Valid selection criteria
 Tangible incentives
 Attrition as a motivating force

Restraining Forces

Conflict of priorities
 Inaccessibility of staff and students
 Staff and services out of date
 Not recognize importance of working to retain members
 Emphasizing and focusing on failures
 Bureaucracy, structural barriers
 Lack of preparation
 Fatigue, "burned out"
 Failure
 Mundane duties and routine
 Poor selection of personnel
 Elitism
 Inactivity
 Attrition as failure

SPECIFIC SUGGESTIONS ON RETENTION AND MOTIVATION:

1. Yearly awards
2. Complimentary tickets
3. Newspaper recognition
4. Daily reinforcement by fellow students and staff
5. Give students more responsibility
6. Making sure a staff member is available when needed
7. Anonymous notes of thanks after good programs
8. Inspirational sayings appearing around union or in mailboxes.
9. Pictures around the building of committee chairmen and members
10. Union newsletter--distributed to union committees and on campus
11. Committee membership exchange during the year
12. T-shirts advertising committees and events
13. Personal interest (social atmosphere)
14. Enthusiasm of chairmen
15. Humility expressed by those in leadership roles
16. Eliminate dead-weight committees, committee members
17. Know for sure whom you're trying to retain
18. Set well-defined goals, and "shoot" for them
19. Multigroup activities--involve entire union in an event
20. Tangible rewards; e.g., certificates, dinners, beer busts
21. Union officers have regular meeting times; but based on a flexible schedule
22. Intraunion communications--mailboxes, coffee hour "raps" etc.
23. Evaluate, understand and learn from failures

Exercise 5.1

2. Workshops/Restreats--work on objectives of program

leadership workshop	budget
human relations concept	publicity
special areas	creativity
3. Continuing Processes
 - a. have fun; frequent social gatherings
 - b. continual evaluation of activities (forms, surveys)
 - c. recognition for achievement (public and personal)
 - (1) formal--plaque in union
 - (2) informal--general back-patting, notes in mailboxes, bulletin boards
 - (3) material--comp tickets
 - d. open meetings--discuss philosophy and goals; determine direction; "rap" sessions to encourage openness
4. Summer orientation--brochures; recruit freshmen

Exercise 5.1

RECRUITING AND RETAINING EFFECTIVE STUDENT VOLUNTEERS

- I. Recruiting the Volunteer. The following have been identified as factors which both propel (stimulate/encourage) and restrain (inhibit, prevent/discourage) a college union organization in seeking students to serve as part of the volunteer force as committee chairmen or members:

Propelling Forces

Eagerness of new students
 Social involvement/participation
 Contribution to campus activities
 Something to do
 References/experiences for resumes
 Learning opportunities
 Peer organization/pressure
 Working with stimulating people
 Good organization structure
 Quality programming
 Good publicity and promotion
 High interest in specialized area
 Good facilities
 Leadership training/experience
 Worthwhile activities
 Self-satisfying
 Prestige/recognition
 New experiences/opportunities
 Fun
 Identification with the university
 Avenue for self-expression
 Reward factors (tickets, travel, etc.)

Restraining Forces

Time-consuming
 Hard work
 Lack of information/publicity
 Poor follow-up by union
 Fear of acceptance
 Campus attitudes and myths
 Lack of identity
 Poor facilities
 Unclear definition of roles
 Poor communication
 Stale, out-of-date communication
 Limited money/resources
 Vague understanding of how to join
 Recruiting techniques
 Philosophy unexplained/uncertain
 Limited student interest
 Campus politics
 Sloppy organization
 Overstructured
 Lack of administrative support
 Competitive with other organizations
 Narrow or broad focus
 Lethargy/laziness
 Cater to special interest groups

- II. Retaining the Volunteer. Once a student has been selected to participate in the college union, he/she is still affected by factors which influence the recruitment process as well as some new forces which are felt as a student becomes an active part of an organization.

Propelling Forces

Close-knit group
 Group identity
 Chance of advancement
 Status/recognition
 Job responsibilities
 Fun
 Reward factors (tickets, travel, etc.)
 Personally meeting speakers, celebrities

Restraining Forces

Group opinion
 Group pressure
 Cliques
 Frustration
 Lack of leadership
 Poor public relations
 Program failure
 "Forced volunteers
 Limited resources/money
 Poor planning

Exercise 5.1

Attractive facility	Responsibility not delegated
Ambition	Too many restrictions
Group pressure	Lack of motivation/no rewards
Career objectives	Poor facilities
Need to belong	Weak leader/dominant leader
Satisfy intrinsic needs	Lack of time
Effective programming	Disinterest
High quality of staff and students	Lack of ability
Influencing campus life	Poor preparation for job
Meetings and exchange with people	Difference in goals and values
Responsibilities designed to suit members	Delegate "dirty work"
Involve members in long-term planning	Poor communication
Money	Inadequate staff personnel
Atmosphere	Jealousy
Fellowship	Competition
Staff support/faculty support	Personality conflict
Positive past success	Personal finance (need to hold job)
Better informed on campus and college life	Academic pressures
Friends within organization	No job description
Leadership opportunities	Red tape
Social aspects/parties	Poor quality of programming
Special interest area	Commuter population
Reinforcement by peers	Confusing structure/organization
Training program	Lack of cooperation
Enthusiasm/excitement	Abuse of volunteers
Student-staff relationship	Limited membership
Autonomy/independence	Closed committees
Influence on decision making	Past history
Group loyalty	Campus atmosphere
Advancement	Inability remove inefficient members
	Students lack need qualification
	Lack of autonomy
	Increased programming by other campus organizations
	Student-staff relationships

SOURCE:

The Association of College Unions-International
 Region 12 Conference
 University of Arkansas, Fayetteville
 October 31-November 2, 1976

Group Development

ASSESSMENT OF GROUP NEEDS

5.2

Goals:

1. To establish a sensitivity to the personal needs of group members.
2. To identify some reasons why persons join an organization and what causes them to leave.
3. To determine the general make-up of a group based on individual needs.
4. To explore scientific theories of needs and motivations.

Physical Setting:

A space large enough to accommodate a large group of unlimited size.

Materials:

"Needs Survey" instrument.

Procedure:

1. The leader conducts a general discussion of the significance of understanding the individual and group needs so that the leader can operate with a fuller understanding of his/her membership.
2. In the total group the leader generates a list of:
 - A. Why people get involved in college union programs and what keeps them involved.
 - B. Why people get uninvolved.

TIME REQUIRED

- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited

Exercise 5.2

3. The leader leads into a discussion of Maslow's Hierarchy of Needs in relation to group organizations.
4. The leader distributes a short self-test of the participants to assess their personal needs for participation in the union program. This is evaluated later in the training program.
5. The leader may wish to compare the results with the results of the instrument as distributed to the Wisconsin seminar and the Texas seminar. This provides some means of reference for the group.

Source of Exercise:

Hal Weiner
The University of Texas at Austin

Exercise 5.2

SURVEY OF NEEDS

The following is a list of "needs" expressed by individuals involved in college union programs. Rank the "needs" in terms of what is most important to least important, respectively from one to fifteen, as they pertain to you and your expectations of your participation in the college union.

	<u>Rank Numbers</u>
1. Opportunity of leadership responsibilities	_____
2. Work that keeps you interested	_____
3. Experience in group action	_____
4. New friends	_____
5. Feeling "in" on things	_____
6. A year-long program of activities	_____
7. "Social" as well as "business" meetings	_____
8. References for future activities and jobs	_____
9. Vocational training	_____
10. Full recognition for work done	_____
11. Appreciation for community service	_____
12. Application of classroom learning	_____
13. Regular committee meetings	_____
14. Tangible rewards (i.e., free tickets)	_____
15. Closer supervision by advisor and chairman	_____

Source of Exercise:

Union Summer Course, 1962
University of Wisconsin

Exercise 5.2

_____	Committee	_____	Advisor
		_____	Committee Member
		_____	Chairman

The following is a list of "needs" expressed in discussions with students working on union committees. Rank these "needs" in terms of what is most important to least important, respectively, from one to fifteen, as they pertain to you and your work on a union committee.

	<u>Rank Numbers</u>
1. Full recognition for work done	_____
2. Feeling "in" on things	_____
3. Work that keeps you interested	_____
4. Opportunity for leadership and responsibility	_____
5. A year-long program of activities	_____
6. "Social" as well as "business" meetings	_____
7. Tangible rewards--i.e., free tickets	_____
8. Regular committee meetings	_____
9. References for future activities and jobs	_____
10. Vocational training	_____
11. Closer supervision by advisor and chairman	_____
12. Experience in group action	_____
13. New friends	_____
14. Appreciation for community service	_____
15. Application of classroom learning	_____

Source of Exercise:

The Association of College Unions-International
 Regional 12 Conference
 University of Arkansas, Fayetteville
 October 31-November 2, 1976

Exercise 5.2

RESULTS OF NEEDS SURVEY TAKEN OF "WIMBERLEY UNION"
STUDENTS AND STAFF, AUGUST 1972

Ranking shows composite opinion on the relative importance of 15 typical "needs" that students can satisfy through union activity. The opinion of two different groups was tabulated: 23 advisors and 30 students. Number one ranking indicates most important, number fifteen least important.

<u>Students (30)</u>			<u>Staff (23)</u>		
Weighted Total*	Rank		Weighted Total*	Rank	
94	1	Opportunity for leadership responsibilities	81	1	
112	2	Work that keeps you interested	102	2	
117	3	Experience in group action	119	3	
183	4**	New friends	158	5**	
183	4**	Feeling "in" on things	164	6	
217	5	A year-long program of activities	157	4	
262	6	"Social" as well as "business" meetings	175	7	
270	7	References for future activities and jobs	241	11	
275	8	Vocational training	208	9	
280	9	Full recognition for work done	204	8	
285	10	Appreciation for community service	210	10*	
294	11	Application of classroom learning	158	5**	
305	12	Regular committee meetings	210	10*	
341	13	Tangible rewards (i.e., free tickets)	298	13	
365	14	Closer supervision by advisor and chairman	242	12	

*The weighted total was arrived at by taking the sum of the rankings as checked by respondents in a group for each need. The totals were then assigned the one to fourteen ranking.

**Tie.

RESULTS OF "NEEDS" SURVEY TAKEN OF WISCONSIN UNION COMMITTEE
MEMBERS, COMMITTEE CHAIRMEN, AND STAFF ADVISORS IN MAY, 1962

Ranking shows composite opinion on the relative importance of 15 typical "needs" that students can satisfy through union activity. The opinion of three different groups was tabulated: 98 committee members, 9 committee chairmen, and 9 staff advisors. Number one ranking indicates most important, number fifteen least important.

<u>98 Committee Members</u>			<u>9 Chairmen</u>		<u>9 Advisors</u>	
<u>Weighted Total*</u>	<u>Rank</u>		<u>Weighted Total*</u>	<u>Rank</u>	<u>Weighted Total*</u>	<u>Rank</u>
361	1	Work that keeps you interested	24	1	32	1
389	2	Opportunity for leadership and responsibility	33	2	39	3
511	3	Experience in group action	51	5	78	9
630	4	Feeling "in" on things	44	3	38	2
633	5	New friends	48	4	44	4
678	6	A year-long program of activities	61	7	58	5
758	7	"Social" as well as "business" meetings	75	8	75	8
830	8	References for future activities and jobs	90	11	72	7
892	9	Regular committee meetings	98	13	78	9
910	10	Full recognition for work done	60	6	60	6
913	11	Vocational training	83	10	91	12
915	12	Appreciation for community service	92	12	84	11
970	13	Tangible rewards--i.e., free tickets	140	15	117	15
1106	14	Closer supervision by advisor and chairman	81	9	101	13
1230	15	Application of classroom learning	115	14	113	14

*The weighted total was arrived at by taking the sum of the rankings as checked by all respondents in a group for each "need." These totals were then used to assign the one to fifteen rankings.

Group Development

STEREOTYPING

5.3

Goals:

1. To sensitize participants to the dynamics involved in labeling or stereotyping.
2. To create a greater awareness of the various roles played by persons in an organization.
3. To assist representatives of various groups in better understanding the impact of their group on the total campus.

Physical Setting:

An area large enough to accommodate a total group with space for break out groups to form and discuss various topics.

Materials:

A blank sheet of paper for each participant.
Pencil for each participant.

Procedure:

1. The leader provides a short introduction on the meaning and impact of stereotyping on organizational effectiveness. (10 minutes)
2. Each participant is provided with a blank piece of paper and a pencil and asked to divide the paper into several columns, each headed with the title of a particular staff or student. For example:

President

Vice President

Director

Committee Chair

TIME REQUIRED

- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited

Exercise 5.3

3. The participants are then requested to list several different general descriptions of each particular title based on their perceptions of the persons in the various roles. For example:

<u>President</u>	<u>Director</u>	<u>Program Director</u>	<u>Committee Chair</u>	<u>Board Chair</u>
Decision Maker	Middle Manager	Friend	Worker	BMOC

4. The participants are then asked to list several specific descriptive terms under each title. For example:

<u>President</u>	<u>Director</u>	<u>Program Director</u>	<u>Committee Chair</u>	<u>Board Chair</u>
Inaccessible	Frustrated	Concerned	Busy	Suave

5. Small groupings are formed and participants are asked to discuss their responses and attempt to determine stereotypes which have emerged.
6. The leader reconvenes the total group and discusses the various responses elicited.

VARIATION: This exercise lends itself particularly well to groups that are often stereotyped. It has been used in settings involving representatives of diverse groups such as Greeks, student government, residence halls, etc. If there is a training program that brings together representatives of all these groups at once, this exercise is most helpful. Rather than discussing stereotypes of individuals, it is useful in this case to focus on stereotypes of groups. This principle extends to settings involving fraternity/sorority representatives. This produces a lively discussion!

Source of Exercise:

Stayton A. Wood
Southwest Texas State University

Group Development

COMMITTEE MANAGEMENT: PROBLEM SOLVING

5.4

Goals:

1. To define and describe specific group roles and their effect on group behavior.
2. To understand some phenomena which occur in group interaction (e.g., competition, polarization, etc.).
3. To respond individually to the realistic potentialities of leading a group.
4. To sensitize participants to the various methods of response to problems.

Physical Setting:

All participants together in a large meeting room.

Materials:

Individual handouts with problem-solving exercise.

Procedure:

1. 10 Minutes. Introduction of exercise. Each person completes the problem-solving exercise which is a sentence completion.
2. 15 Minutes. Divide into small groups to discuss sentence completion. The groups are instructed to focus on troublesome issues.
3. 20 Minutes. Groups report back to talk about their group's conversations, mentioning particular statements in the exercise which were thought provoking.

TIME REQUIRED

- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited

Exercise 5.4

Source of Exercise:

Karen Todar
University of Wisconsin
Madison

Exercise 5.4

COMMITTEE MANAGEMENT:
PROBLEM SOLVING

1. My committee has a reputation on this campus for _____
2. Frustration results in a committee when its members _____
3. The most important aspect of the committee experience is _____
4. Other committee members will respond most positively to the way I _____
5. I can motivate other committee members to assume responsibility by _____
6. If a committee member is continuously critical of the committee's programs, I will _____
7. The committee operates closest to its peak potential when _____
8. The most frustrating aspect of being a committee member/chairperson is _____
9. When one committee member tries to "take over" the committee's leadership I will react by _____
10. When a committee member experiences failure I respond by _____
11. If the staff advisor and I have a difference of opinion concerning a program or issue I will _____
12. As a committee member/chairperson I am most confident about my ability to _____
13. My biggest fear as a member/chairperson is _____
14. I anticipate that my most valuable experience as a committee member/chairperson will be _____
15. The most positive aspect of being a committee member/chairperson is _____
16. I would settle a conflict between two committee factions by _____
17. My immediate response to a committee member who fails to fulfill his responsibility is to _____

Exercise 5.4

18. During times of personal and/or academic pressure my attitude toward my committee duties will be _____
19. I can best make a new committee member feel comfortable in a group by _____
20. I will respond to negative feedback from other committee members by _____
21. If I strongly feel that a committee program will fail I will _____

Group Development

5.5

CLARIFYING ROLES OF STUDENT ORGANIZATIONS WITHIN A UNIVERSITY SETTING

Goals:

1. To identify alienation and/or confusion of purpose in student groups.
2. To clarify the role of student groups in the on-going life of the university.
3. To identify the degree of understanding student groups have of university expectations for them.
4. To analyze the consistency of student group goals with expectations of the university.

Physical Setting:

Participants are seated in moveable chairs facing the facilitator so that all may see art pads and/or blackboard. Chairs will later be moved for group discussions, so the room must be large enough to form these groups.

Materials:

Chalkboard.
Paper, pencils.
Art pads and felt pens.
Anomie Lecturette.
Goals, Rules, and Anomie sheet.

TIME REQUIRED

- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited

Exercies 5.5

Procedure:

1. A brief lecturette is given on Robert Merton's anomie theory of social deviance and its application to university goals for and pressures upon student groups.
2. The Goals, Rules, and Anomie sheet is distributed to participants to be filled out individually.
3. Participants are placed in random groups (5-6 members each) and asked to agree upon the two most important goals that their university sets for student groups, as well as the two most important rules for each goal.
4. Groups report their decision to all, and the facilitator records these on art pads for posting around the room during the next group discussion period.
5. A sheet of paper and pencil are given to each person, and they are asked to identify which of the five reactions in Merton's typology fits their particular student group. Participants are asked to write a brief explanation for their particular answer.
6. Participants are placed in new groups, which are composed of all the members of the group they represent (i.e., all Film Committee members, all members of Tau Gamma fraternity), and are asked to agree upon the type of reaction most typical of their group. Each group is asked to record their decision and explanation on an art sheet.
7. Each group is asked to report their decision to all and to give a brief explanation. Art pad sheets are posted as each group explains.
8. The facilitator leads a discussion of the implications of the findings for the effectiveness and success of student groups on campus. The question asked is: How much anomie exists among student groups on campus?

VARIATION: This exercise can be used with staff members from various universities so that positions correspond to student groups membership. In step 2 of the procedure, participants would be asked to define university goals for staff/faculty members. In step 5, participants would be placed in groups with others in the same or similar position (i.e., program advisors, theatre managers, student activities directors, etc.)

Source of Exercise:

Ethel Johnson Wood
Southwest Texas State University

Exercise 5.5

ANOMIE LECTURETTE*

A well-known sociologist, Robert Merton, has identified a societal phenomenon known as anomie as responsible for many forms of deviance. He defines anomie as the gap between society's goals for individuals and their ability to reach those goals.

Three elements are present:

1. GOALS that reflect pressures by the society for the individual to accomplish in his lifetime.
2. RULES that individuals must follow in order to reach the goals.
3. MEANS are the resources that each individual has at hand to reach the goals.

According to Merton, the overall GOAL imposed by the American Society upon the individual is that of SUCCESS. RULES are such things as industriousness, hard work, good habits, ambition, wise use of money, honesty, eagerness, and perseverance. All people do not have equal access to, or MEANS for, reaching the GOAL. For example, some have money, educated and/or ambitious parents, good geographical access to cultural centers, and comfortable surroundings, and other advantages that allow them to be successful. Others have less access to the goal of success; that is, they are born poor, on the wrong side of town, and with few educational opportunities. Thus, they experience a gap between the goals and their access to that goal, and anomie results. Individuals may have five reactions to this anomie.

1. conformist---one who accepts the goals and rules of the society. The successful, honest businessman is an example.
2. innovator---one who accepts the goals but rejects the rules. The dishonest businessman, the businessman who used illegal methods are examples.
3. ritualist---one who rejects the goals, but follows the rules anyway. The individual who does not believe it possible to reach the goals by following the rules, but follows the rules to avoid conflict is an example.
4. retreatist---one who rejects both the goals and the rules. Examples are hobos, hermits, and commune members.
5. rebel ---one who rejects the traditional goals and rules, but substitutes new ones of their own. An example is a revolutionary.

The last four reactions are forms of deviance.

The reactions may be diagrammed as follows:

Exercise 5.5

REACTION	GOAL	RULES
Conformist	+	+
Innovator	+	-
Ritualist	-	+
Retreatist	-	-
Rebel	<u>+</u>	<u>+</u>

Just as societies have expectations of individuals in terms of the goals they seek, universities have expectations of student groups in the campus setting. These expectations may be communicated directly by administrators and/or faculty, they may be unspoken but understood by all, or they may be vague or poorly defined. Student groups have different resources for reaching these goals and different levels of anomie as a result.

*Robert K. Merton, Social Theory and Social Structure (Glencoe, Ill.: Free Press), 1957.

Exercise 5.5

GOALS, RULES, AND ANOMIE

According to sociologist Robert Merton, all societies develop fairly well agreed upon rules as to what goals one should pursue in life as well as rules for reaching these goals.

Just as societies develop goals for individuals, universities have goals for student groups on campus. In the space below, list as many of these goals as you can, as you perceive them. For each goal, also list the rules that the university requires student groups to follow in order to accomplish the goal.

GOAL

1. _____

Rules

a. _____

b. _____

c. _____

GOAL

2. _____

Rules

a. _____

b. _____

c. _____

GOAL

3. _____

Rules

a. _____

b. _____

c. _____

GOAL

4. _____

Rules

a. _____

b. _____

c. _____

GOAL

5. _____

Rules

a. _____

b. _____

c. _____

Group Development

SOCIAL INFLUENCE AND GROUP MEMBERSHIP

5.6

Goals:

1. To investigate the reasons that group members belong to and stay with (or leave) their group.
2. To explore the forms of social influence most prevalent in groups.

Physical Setting:

A room should be large enough to hold several small groups working simultaneously. Chairs must be able to be moved and regrouped.

Materials:

2 3 x 5 cards per participant.
The Social Influence Lecturette.
Art pads and markers.

Procedures:

1. The facilitator begins by giving the Social Influence Lecturette.
2. Participants are asked to think of and jot down on 3 x 5 cards examples of the forms of social influence that exist in the group they represent.
3. The facilitator asks participants to form small groups to share their reactions. If participants are known ahead of time, groups should be predetermined by color coding nametags or other simple means.
4. After about fifteen minutes, the facilitator asks each individual to write on another 3 x 5 card:
 - A. Which forms of social influence are most often employed in their group.
 - B. Which forms are least often used.

TIME REQUIRED

- o 30 minutes
- o 1 hour
- 1½ hour
- o 2 hours or more

TYPE OF GROUP

- Student
- o Student/Staff
- Staff
- o Ongoing
- o Short-term

GROUP SIZE

- o 10 or less
- o 10-20
- 20-50
- o 50-100
- o Unlimited

Exercise 5.6

5. The facilitator asks participants to form small groups according to membership (i.e., all members of one fraternity, one committee, one occupational group). Each group is asked to attempt to agree upon the forms of influence most and least used in their group.
6. After about 10 minutes, the facilitator asks each group to decide which forms they would like to see emphasized more in their groups and which forms they would like to see emphasized less. Recommendations should be written on art pads or posterboard.
7. A representative of each group is asked to report their reactions and recommendations to the entire group.
8. The facilitator summarizes the reports and asks the groups to consider common patterns of social influence. Are certain forms used more or less when groups are strong or weak? Will changes in strategy affect group membership? All art pads should be posted in a central area of the seminar situation for all to review.

Source of Exercise:

Ethel Johnson Wood
Southwest Texas State University

Exercise 5.7

SOCIAL INFLUENCE LECTURETTE

Organizations (or committees or professional groups) have to have a certain amount of cohesion if they are to remain together. Groups use many different methods of creating this cohesion that vary in degree of effectiveness. In a sense, each group uses different forms of social influence to keep its members interested and participating, and the more successful groups usually have found a blend of influences that gives them good support from members.

French and Raven (1959) identified several different types of social influence (or power) which may be applied to groups and their leadership.

1. REWARD SOCIAL INFLUENCE is the ability to influence a person's behavior because the influencing agent controls the rewards the person can receive. The greater the control over rewards or the larger the rewards, the more power the influencing agent has.

An example is that of an American tourist approached in an Eastern European country by everyone's stereotype of a spy. The tourist is asked to deliver a package and refuses. The spy offers twelve million schrofnys for the delivery and the tourist accepts. Later, he buys a cup of coffee for four million schrofnys. Once the true value of a schrofnys is discovered, the spy's influence is gone.

2. In COERCIVE SOCIAL INFLUENCE, a person's or group's ability to influence the individual's behavior depends on the agent's ability to control the punishment he receives.

The spy in the example above would have used coercive social power if he threatened to kill the tourist if he didn't comply.

In practice, groups are more subtle about their use of reward and coercion. A group may reward a member by praise or status, and may punish by ridicule, isolation, or rejection. One result of coercive social influence is that the influence attempt is resisted more and the agent disliked more than if the reward influence method is used.

3. REFERENT SOCIAL INFLUENCE is a person's or group's ability to control the behavior of an individual based on the individual's desire to identify with the group. A person who likes the people in a group may comply in order to be accepted. Referent social influence differs from reward and coercive influence in that it depends on a person's own desire to be a part of the group, not the actions of the influencing agent. He or she may conform even though the group does not control by reward and punishment. Another difference is that reward and coercive influence depends on surveillance; referent influence will occur as long as the person feels it important to identify with the group.
4. In LEGITIMATE SOCIAL INFLUENCE, an individual conforms to group or leader's expectations because he believes the group has a legitimate right to control his behavior and because he is obligated to accept this control.

An example is the obedience of most citizens of laws set by the government. We follow instructions on road signs on the highway because we feel the state or federal government has the right to set these rules.

5. In EXPERT SOCIAL INFLUENCE, a group's or leader's ability to influence another person's behavior depends on the agent's knowledge or expertise on the topic in question. An example is the professor in the classroom. The student accepts the professor's words not only because he wants a good grade but because he is regarded as an expert.

The last three forms of influence create longer lasting changes of behavior than do reward and coercive influence.

Kipnis, D., "The Effect of Leadership Style and Leadership Power upon the Inducement of Attitude Change." Journal of Abnormal and Soc. Psych. 1958, 57, 178-80.

STAFF/CAREER DEVELOPMENT

Training for groups composed exclusively of staff or groups including individuals contemplating careers in college union programming represents a rapidly developing content area. Identifiable trends in the field indicate that college union programming is changing significantly in its orientation and organization. Staff are often required to assume responsibilities for areas previously categorized as "student activities," recreational sports, or other special facility or event classifications. These demands call for considerable expertise in supervisory skills and management strategies. Legal requirements, the impact of economic conditions, and other pressures add further to the workload of programming professionals. The ability to remain flexible, responsive, and experimental in programming appears seriously threatened. These circumstances are sometimes complicated by the need for programmers to achieve a balance between their professional and personal lives. Many times persons in programming are young and are involved in a stage of their lives in which basic decisions regarding marriage, family, independence, and future are high priorities. They acutely feel the conflicts and confrontations that are necessary in evolving a personal style. Staff often become role models for other staff and for students, creating yet another dimension to their developmental needs.

In addition, programming organizations and training groups make inevitable that student participants will become attracted to the college union field as a potential career. This attraction poses a critical issue which perceptive trainers and training programs must address.

Every training seminar or workshop will probably not include sessions in the area of staff/career training. This topic may be handled in special interest sessions or, quite often, in very informal associations. Some unions for example,

find success in devoting entire staff meeting time to particular interest areas of staff. The complete training thrust within a college union will find the appropriate time and setting to focus on subjects that will enable staff to achieve greater personal/professional satisfactions. This focus fulfills a major goal of the union by attracting new, well-prepared professionals into the field.

147

Staff/Career Development

COPING

6.1

Goals:

1. To focus on concerns, conflicts, frustrations of staff members.
2. To identify issues confronting an on-going staff.
3. To stimulate discussion/interaction among a staff.
4. To assist staff members in achieving greater understanding of their personal/professional selves.

Physical Setting:

An area large enough to accommodate a total group with space for five small groupings to form and conduct a discussion.

Materials:

Copies of the five agree/disagree exercises:

"Balancing Work and Personal Life"
"The Future of Student Activities Careers"
"Professional Development"
"Hierarchical Relationships"
"The Nature of Volunteerism."

Procedure:

1. The leader provides a general introduction to the topic of staff development and coping with personal/professional concerns and demands.

TIME REQUIRED

- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited

Exercise 6.1

2. The total group is divided into five smaller groups, each small group representing a "concern." The "concerns" are determined by the titles of the various agree/disagree exercises as listed above.
3. Each participant should respond to the agree/disagree inventory individually.
4. In the small group the number of "agrees" and "disagrees" is tallied after each participant has completed his/her form.
5. The small groups discuss those statements which reflect the largest degree of conflict among the group's members. Special attention should be given to identifying sources of problems and frustrations inherent in college union work. The group should then attempt to determine some solutions for concerns.
6. The small groups reconvene and report to the total group what sources of conflict and frustration have been identified and what some possible solutions are.

SPECIAL NOTES: In use of this exercise, there has been a tendency for more persons to join the group focusing on "Balancing Work and Personal Life." The group leader might anticipate this occurrence.

This exercise can be used in a group composed of members of several staffs representing various institutions. It can, also, be of use in launching a candid discussion for a single staff.

Source of Exercise:

Shirley Plakidas
Louisiana State University

INSTRUCTIONS

1. Read each statement. Indicate in Column 1 whether you agree ("A") or disagree ("D").
2. In your small group, quickly tally the number of "agrees" and "disagrees" in Column 2.
3. Discuss those statements which reflect the largest degree of conflict among your group's members. The purpose of discussion is to identify the sources of problems and frustrations inherent in union work, and then to explore possible solutions to problem areas.
4. The group leader will report back to the larger group what sources of conflict and frustration have been identified and what solutions to problems, if any, have been offered by the group.

Balancing Work and Personal Life			
(Individual) Column 1	"A"	(Group) Column 2 "D"	
_____	_____	_____	1. People who choose student activities work as a career should be reconciled to spending at least 60 hours a week at their jobs during peak programming seasons.
_____	_____	_____	2. Student activities work is designed primarily for young people with high energy levels and preferably for unmarried people or married persons without children.
_____	_____	_____	3. Unless a staff member is aware of her/his own strengths and weaknesses and of her/his own developmental conflicts, s/he will not be effective in dealing with students.
_____	_____	_____	4. Student activities staff people should develop a variety of outside interests so that they do not become engulfed by their career.
_____	_____	_____	5. The main problem with choosing student activities work as a career is the fear that one may not be as interested in this type of work twenty years from now.
_____	_____	_____	6. The heavy time demands of student activities work make it more appropriate for men than women because men do not have to worry about family commitments in the same way that women do.
_____	_____	_____	7. A director who chooses to put in 50-70 hours a week should not necessarily expect his/her activities staff to do the same.
_____	_____	_____	8. Student activities jobs in state colleges and universities should be classified under Civil Service so that the university would have to pay time-and-a-half for overtime.
_____	_____	_____	9. One of the disadvantages of student activities work is that the activities advisor is required to work with so many different things that s/he can never delve deeply into any one project or subject area.
_____	_____	_____	10. One must seek outlets for creativity in one's personal life, because in student activities work, one's creativity is limited by the large emphasis placed on the development of the inexperienced volunteer.
_____	_____	_____	11. The student activities advisor should seek opportunities for tangible rewards outside of the job situation, because the rewards of activities work are primarily intangible.

- _____ 12. The status of student activities work as a profession can be enhanced if activities advisors join more professional organizations outside of the job.
- _____ 13. Union staff people should be given compensatory time off for the hours they put in over the standard 40-hour week.

INSTRUCTIONS

1. Read each statement. Indicate in Column 1 whether you agree ("A") or disagree ("D").
2. In your small group, quickly tally the number of "agrees" and "disagrees" in Column 2.
3. Discuss those statements which reflect the largest degree of conflict among your group's members. The purpose of discussion is to identify the sources of problems and frustrations inherent in union work, and then to explore possible solutions to problem areas.
4. The group leader will report back to the larger group what sources of conflict and frustration have been identified and what solutions to problems, if any, have been offered by the group.

The Nature of Volunteerism

(Individual) Column 1	(Group) Column 2	
"A"	"D"	
_____	_____	1. A union director, as an employer, has the right to expect an activities advisor to be responsible personally for the standards and success of a program.
_____	_____	2. What students get in personal growth from planning and conducting programs is more important than the value or success of the program itself.
_____	_____	3. When an advisor can see that a chairperson is going to be unable to carry out effectively the responsibilities s/he has assumed, the advisor should initiate steps to see that the chairperson is removed.
_____	_____	4. Programs should be decided upon and developed by students, because students are in the best position to know what other students want and need.
_____	_____	5. The training needs of a volunteer and the training needs of a new professional staff member are essentially the same.
_____	_____	6. Chairpersons should be required to submit an extensive evaluation of their committee's programs before they leave office.
_____	_____	7. Advisors and chairpersons should establish objectives or goals for their programs every year, even if some programs are repeated annually.
_____	_____	8. Advisors should allow student volunteers the "freedom to fail." The advisor should not step in and carry out the detail work for a program, even when it is obvious that the chairperson and/or committee is not going to fulfill its responsibilities.
_____	_____	9. Advisors should remain neutral when students are involved in discussions over controversial programs.
_____	_____	10. Advisors should not impose their own personal value systems on volunteer students.
_____	_____	11. Advisors should always be prepared to take action in the event that the volunteer cannot be depended upon.

- _____ 12. Program advisors should be committed primarily to putting out a program product for the university community and secondarily to developing student leadership through the process of programming.
- _____ 13. Because students are only part-time programmers, advisors should reconcile themselves to the fact that students may have a part-time attitude toward their union responsibilities.

INSTRUCTIONS

1. Read each statement. Indicate in Column 1 whether you agree ("A") or disagree ("D").
2. In your small group, quickly tally the number of "agrees" and "disagrees" in Column 2.
3. Discuss those statements which reflect the largest degree of conflict among your group's members. The purpose of discussion is to identify the sources of problems and frustrations inherent in union work, and then to explore possible solutions to problem areas.
4. The group leader will report back to the larger group what sources of conflict and frustration have been identified and what solutions to problems, if any, have been offered by the group.

The Future of Student Activities Careers

(Individual) Column 1	(Group) Column 2	
"A"	"D"	
_____	_____	1. Advisors should identify with the administrative team of the university and should support and interpret the university's policies to the students.
_____	_____	2. As the financial crunch becomes heavier for colleges and universities people who work in student activities are likely to be considered the most expendable by the administration.
_____	_____	3. Because of the increasing expectation for sophistication in programming program advisors should be held more and more accountable for the outcome of programs.
_____	_____	4. Because the trend in the job market is to require more advanced degrees and greater specialization in job areas it is likely that in the future only persons with academic backgrounds in student personnel or counseling should be considered for student activities work.
_____	_____	5. Faculty and higher level administrators place little value on the role of the student activities advisor; hence, salaries for these positions are kept low in comparison to other professional positions.
_____	_____	6. Programming as a career is viewed primarily as a stepping stone to higher level administrative jobs or as a temporary job for a person who is working toward some other goal (for example, finishing graduate school, putting a spouse through school, etc.)
_____	_____	7. In order to enhance the status of student activities positions persons filling these jobs should be considered for teaching one or two classes in addition to their activities functions.
_____	_____	8. The trend in higher education is to view college unions as businesses rather than as laboratories of learning. Hence, programmers should be equipped with some amount of business training.
_____	_____	9. The college union concept has endured because its basic philosophy allows for adaptability with the times.

- _____ 10. Students are becoming more willing to allow staff people the prerogative of handling programs, because universities are demanding more professionalism on the part of programmers.
- _____ 11. The most important qualification of a student activities advisor is and will continue to be the ability to work well with other people.
- _____ 12. In the future, all college union staff should work harder to market the total union concept and union philosophy to the rest of the university community.

INSTRUCTIONS

1. Read each statement. Indicate in Column 1 whether you agree ("A") or disagree ("D").
2. In your small group quickly tally the number of "agrees" and "disagrees" in Column 2.
3. Discuss those statements which reflect the largest degree of conflict among your group's members. The purpose of discussion is to identify the sources of problems and frustrations inherent in union work and then to explore possible solutions to problem areas.
4. The group leader will report back to the larger group what sources of conflict and frustration have been identified and what solutions to problems, if any, have been offered by the group.

Professional Development

(Individual) Column 1	(Group) Column 2	
	"A"	"D"
_____	_____	_____ 1. Because the college union is concerned with the student participant in the union, developmental opportunities for students are given a higher priority than developmental opportunities for staff.
_____	_____	_____ 2. The most effective tools for professional development are workshops/seminars/symposia designed for college union personnel experiencing similar problems or concerns in a specific content area.
_____	_____	_____ 3. The primary responsibility for the training and development of the individual college staff member lies with the supervisor of that person.
_____	_____	_____ 4. The ACU-I plays a limited role in special workshops in areas which are covered by other, more specialized professional organizations.
_____	_____	_____ 5. Despite all the rhetoric about professional development training, the real training of the individual staff person occurs by trial and error on the job.
_____	_____	_____ 6. Because the student personnel in the union are a new, inexperienced group almost every year, the activities advisor must continually start from scratch in training students to assume responsibility for programs. Hence, little time is left for his/her own professional development training.
_____	_____	_____ 7. Because each college union is unique, efforts to develop generalized training programs for staff are frequently ineffective.
_____	_____	_____ 8. Because people in student activities work tend to stay in the same job for only a short period of time, there is little commitment on the part of higher level administration in the union or university to establish professional development training programs for these employees.
_____	_____	_____ 9. The primary reason that activities staff people leave the field is the lack of opportunities for professional development in this kind of work.

- _____ 10. The major opportunity for achievement for the activities
_____ advisor occurs through the satisfaction s/he gains from
_____ observing the growth and development of leadership in
_____ students.
- _____ 11. Union staff people tend to spend too much time talking
_____ about professional development and not enough time
_____ doing something about it.
- _____ 12. The best way to provide for the professional development
_____ of staff members is to allow the staff members as a group
_____ to design their own annual objectives for an in-depth
_____ training program.

INSTRUCTIONS

1. Read each statement. Indicate in Column 1 whether you agree ("A") or disagree ("D").
2. In your small group quickly tally the number of "agrees" and "disagrees" in Column 2.
3. Discuss those statements which reflect the largest degree of conflict among your group's members. The purpose of discussion is to identify the sources of problems and frustrations inherent in union work, and then to explore possible solutions to problem areas.
4. The group leader will report back to the larger group what sources of conflict and frustration have been identified and what solutions to problems, if any, have been offered by the group.

Hierarchical Relationships

(Individual) Column 1	(Group) Column 2	
"A"	"D"	
_____	_____	1. While union philosophy is said to foster leadership development in the student volunteer by allowing students to make decisions and assume responsibility, the administration holds advisors responsible for decisions about programs and the success or failure of these programs.
_____	_____	2. The activities advisor should not tell students when a higher level administrator has personal objections to a program. The advisor should, instead, allow the students to arrive at their own decisions without coercion from above.
_____	_____	3. In order to involve many facets of the campus in decision making about programs, faculty members should be encouraged to join, and even chair, volunteer committees in the union.
_____	_____	4. When a student chairperson falls short of carrying out the responsibilities of the office, the union director has a right to expect the activities advisor to produce and carry out the programs in that area.
_____	_____	5. The union staff should present a unified point of view to the rest of the university administration, regardless of differences of opinion among the union staff itself.
_____	_____	6. If the university views the union as a business enterprise, then the entire union staff should be business oriented in order to fulfill the expectations of the administration.
_____	_____	7. Activities advisors should encourage students on committees to draw upon the expertise of the college faculty in planning programs, since faculty people frequently are better resources for ideas than union staff people.
_____	_____	8. Activities advisors should view their role primarily as facilitators, and not as active programmers. Programming should be left to volunteer students, who may seek the advice of the staff on technicalities.
_____	_____	9. Even though the university professes to believe in the principle of developing student leaders, the performance of the activities staff is judged in terms of the program product, not in terms of the individual growth of students.

- _____ 10. The activities advisors should exert a large amount of influence in some areas of student decision making and relatively little influence in others. A true test of a professional advisor is the ability to distinguish between the two.
- _____ 11. The activities advisor should not expect the same kind of recognition for achievement in programming as the volunteer student receives.
- _____ 12. The activities advisor with the greatest longevity on the staff should be able to pick and choose which areas of programming s/he will advise.

Staff/Career Development

6.2

PERSPECTIVES ON STAFF SUPERVISION

Goals:

1. To focus on some selected components of a staff member's role as a supervisor.
2. To concentrate on some of the critical and predictable elements of supervision in regard to staff selection, orientation, training, continuous evaluation, and termination.
3. To explore the development of a supervisory style compatible with the organization and the individual supervisor.

Physical Setting:

An area large enough to accommodate a total group with furniture that can be easily arranged to form cluster groups is required.

Materials:

Art pad sheets and felt pens.
Handout format.

Procedure:

1. The leader(s) presents an introductory lecturette outlining the goals of the exercise and the plan to be followed. (See attached outline) (5 minutes)
2. The leader facilitates a discussion with the group regarding definition of the word "supervision." An effort should be made to include some characteristics of supervision in the college union/student activities area, e.g., volunteer staff, part-time employees, diversity in staff, age, sex, stage in career cycle. (10 minutes)

TIME REQUIRED

- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited

Exercise 6.2

3. The leader asks the total group to form some informal cluster groups of 4-5 persons each. Each cluster group is given an art pad sheet and asked to draw a configuration allowing for identification of problems and rewards of supervision. See attached format.
4. The cluster groups brainstorm both problems and rewards of supervision based on their own experiences (10 minutes). The groups are asked to circle the three or four most "significant" problems and rewards.
4. 5 Minutes: Information Summary. The leader collects the art pad sheets and asks the clusters to continue discussion on "ways to become a more effective supervisor." As the groups continue their discussion, the leader reviews and summarizes the material on the art pad sheets (NOTE: The leader may have a list prepared in advance and may supplement it with new ideas from the groups.) The leader posts a compiled listing of problems/rewards as generated from the small groups and reviews it with the full group.
5. 45 Minutes: Group Discussion and Interaction. The leader facilitates a general discussion of supervision by utilizing the problems and rewards developed by the groups. If more than one leader conducts the exercise, each person may want to select general categories to discuss. For example, one person may want to review items related to "communication" while another may choose to discuss an area such as "personal satisfaction."

The leader should focus the discussion on the identification of strategies for becoming a more effective supervisor. The attached material provides some possible approaches for this discussion. For example, the various phases of the selection process may be reviewed and supported by handouts of announcements of positions, letters to candidates and new appointments, and various orientation programs for staff once on the job. The planning cycle information in the attachments may provide a good basis for discussion of staff supervisor during the "on-going" phase of employment. THE IMPORTANT CONCEPT IS TO RELATE GOOD SUPERVISION TO GOOD STAFF SELECTION AND AWARENESS OF EXPECTATIONS.

Source of Exercise and Related Materials:

Shirley Bird Perry
 Susan Claggett
 Richard Blackburn
 Stayton Wood
 1978 Association of College Unions-International Conference
 New Orleans

Exercise 6.2

Encompassing a review of selected components of a staff members' roles and responsibilities as a supervisor, this session will concentrate on some of the critical and often predictable elements of supervision in relationship to staff selection, orientation, training, continuous evaluation, and termination. Included will be a discussion of the development of a supervisory style which is compatible with the organization and the individual supervisor.

I. Elements in/of Supervision--What It Means

Discussion of what "supervision" means for purposes of this session. Review cycle--selection, orientation, training, continuous evaluation, and termination. Note importance of each phase. Note that a managing/supervising role includes:

1. Organizational concerns--the big picture, college/university, union.
2. Concerns for people--people in relation to organizational action goals. Concurrent concern for their development and growth.
3. Concern for self--continuous growth and development of self as a professional/supervisor/person.

II. Some Issues/Concerns Related to SupervisionA. Preparation for Supervision. How does one "get prepared"?

1. Formal and Informal Training. Observation, formal courses of study seminars, conferences, readings, etc.
2. On-the-Job-Sink-or-Swim-Trial-and-Error. Probably most people receive little training before they are thrown into the "drink." (Point out the value of having people with whom you can share concerns/hammer out options/ponder alternatives.)
3. Model. Having a good model is important in preparation for supervision. Those with potential for supervisor will become ultimately better supervisors if they, in fact, have been effectively supervised--or have been able to be in close association with a good supervisor model.
4. Development of Special Skills and Competencies. Writing, interviewing, judging people, relating on a continuing basis, etc.

B. Developing a Supervisory Style. Point out that people often are unaware of the impact of style. Most people have some sort of style, but few spend time to refine it to an art. Consistency, conviction, consciousness, action-oriented, sensitive yet firm are characteristics of style in supervision.C. Importance of Supervisor's Supervisor in Effective Supervision.
EVERYONE IS SUPERVISED! This may be a surprise to some. One can be

Exercise 6.2

a competent supervisor and yet be supervised by someone who breaks all the rules and who is incompetent.

- D. The More Generalist Your Role, the Wider Diversity of Those You Supervise. Example: As a program director, you may supervise those who are primarily professionals and support staff. As a director, you may supervise those who are professionals, e.g., program director, but also those with nonprofessional backgrounds, e.g., maintenance supervisors.
- E. Perceptions of Roles and Responsibilities from Perspective of Those Supervised and Those Supervising. Often these are not the same. Discuss overlap areas, occupational hobbies.

III. Some Myths Regarding Supervision

- A. "It's Easy to Be the Boss." It's tough. Need to "hang in there" with those you supervise.
- B. "Occupational Hobbies." As you move up in the organizational hierarchy, you develop a way of coping with some of "your favorite things." For example, you may have a special flair/interest in the arts program, but find you must give that up to another staff member when you move into a higher level position--or develop ways to continue to do it and have it work out well within the organization.
- C. Supervision Doesn't Necessarily Mean Superiority, but It Doesn't Mean Being a Buddy Either. Difficulty of developing relationship with staff. There is often a gulf even when you are friends. Must develop appropriate bridge and not try to be pals. This requires considerable maturity from both the supervisor and the person being supervised.
- D. Supervision Doesn't Mean Having All the Answers. Supervisor is a catalyst--the person who knows resources and can see relationships and possibilities often not perceptible by staff member because of his/her lack of experience or unfamiliarity with the broader organization.
- E. Supervision Doesn't Mean Delegation Completely. To delegate is difficult. A good supervisor knows how to delegate but not abdicate. He/she maintains a good tracking system and follows up regularly on projects.

IV. Some Problems/Rewards--or Plus and Minuses--of Supervision

- A. Problem: Developing effective staff members
- B. Reward: Investing in another's development and seeing it pay off.

Have participants take preprinted sheets and list some problems and rewards. Share these and discuss for a few minutes.

Exercise 6.2

V. Strategies for SupervisionA. Systems for Supervision

1. Selection Process: Good supervision is closely tied to good selection of staff. It is important to describe the position well and clarify expectations at the beginning of employment.
2. Orientation Process: A well-defined orientation process is critical after the person arrives on the job.
3. On-going Process: The clarification of routine responsibilities is valuable as a person fulfills responsibilities of a position. Organizing these duties into a coherent cycle can be important in good supervision.
4. Exit Phase: The discussion of values related to a position at the time a person departs can be important in improving future supervisory strategies.

B. Critical Points for Supervision

1. Good, complete advance information
2. Clear definition of expectations
3. Negotiation of expectations, periodically reviewed
4. Calendaring of predictable responsibilities
5. Development of a supervisory style with some consistency
6. Learning to "hang in" and be kind, fair, but firm.

Exercise 6.2

SOME PERSPECTIVES ON STAFF SUPERVISION IN THE UNION

In terms of your experience as a supervisor in a college union/student activities setting, or as an individual who has been supervised by others, please note below what you feel are the rewards and problems of supervision. You may be general or specific in your response.

REWARDS OF SUPERVISION

PROBLEMS OF SUPERVISION

Exercise 6.2

TEXAS UNION PROGRAM ADVISOR
TO THE CULTURAL ENTERTAINMENT COMMITTEE
The University of Texas at Austin

Announcement of Employment Opportunity

Context of the Position. THE UNIVERSITY OF TEXAS AT AUSTIN, a component institution of The University of Texas System, was founded in 1881 and is a comprehensive undergraduate and graduate state university with an enrollment of more than 40,000 students and with almost 6,700 full-time faculty and staff. The Texas Union functions as the community/activities center for the campus. Although the Texas Union's thrusts are centered in a building encompassing approximately 180,000 square feet, the Texas Union operates facilities, sponsors services, and offers programs at numerous locations throughout the University campus. The original Texas Union building, dedicated in 1933 and expanded in 1960, is currently undergoing an extensive \$5.7 million renovation program and is scheduled to reopen in the Summer of 1976. The Texas Union now functions from temporary quarters and rental space but continues to provide a large and diverse program and a number of services for the University community.

THE CULTURAL ENTERTAINMENT COMMITTEE program is a distinguished series of cultural entertainment programs provided for The University of Texas community, featuring artists who have achieved distinction in classical, semiclassical, and popular fields. Among the program offerings are ballet, jazz, symphonic programs, folk artists, cultural and ethnic dance troupes, operas, Broadway theatre and musical companies, rock/pop concerts, etc. The Committee is also expected to offer educational support programs in collaboration with other Texas Union Committees and with related campus or community agencies. Each year the CEC program consists of approximately 30 individual events, including the general Cultural Entertainment Committee program, Austin Symphony concerts, and the Solo Artists and Chamber Celebration Series which are offered jointly with the College of Fine Arts. CEC is supported by an optional Student Service Fee (presently at \$10.00 per year) which students elect to purchase during the fall semester. This fee entitles purchasers to reduced ticket prices and early ticket draw privileges. Optional Student Service Fees may also be purchased by University faculty and staff, and Spouse Tickets are available at a slightly higher cost. During the last two years of this funding method, over 19,000 students have purchased the CEC Optional Service Fee. A limited number of Season Tickets are made available to the Austin Community.

General Responsibilities of the Program Advisor for the Cultural Entertainment Committee. The Advisor to the Texas Union Cultural Entertainment Committee will function as an important member of the professional staff team of the Texas Union Program. It is essential that the Advisor have a basic commitment to the Texas Union's fundamental educational, social, cultural, recreational, and service goals and have the ability to work effectively with students, faculty, and staff in a collaborative effort to fulfill the Texas Union's objectives.

The Advisor to the Cultural Entertainment Committee will report directly to the Program Director of the Texas Union, the staff person with administrative

Exercise 6.2

responsibility for the Texas Union Program. The Advisor for the Cultural Entertainment Committee will be responsible for assisting the committee chairman and committee members with the planning and implementation of their designated programming area of cultural entertainment. Concern with the quality of experience for student volunteers, committee management and functioning, a balanced program reflecting varying areas of the performing and visual arts, involvement with activities affecting the total program area as well as the Texas Union in general, and interaction with fellow staff members, are implicit in the responsibilities of a Texas Union Program Advisor.

Specific Responsibilities

1. Responsible for both general and individualized training, education, and development of students involved in the Cultural Entertainment Committee program.
2. Responsible for negotiating with artists or artists' representatives in investigating artists' availability, cost, tour dates, and details of possible concert programs.
3. Representing the interests of the Cultural Entertainment Committee, is responsible for tendering offers and booking artists.
4. Responsible for receiving, reviewing, and revising contracts of artists in preparation for signature by the designated University of Texas representative.
5. Responsible for operating within budgetary guidelines of the Cultural Entertainment Program and for maintaining current, accurate financial records.
6. Responsible for coordinating promotional and publicity efforts for general Cultural Entertainment programs as well as individual events.
7. Provision for the development of audiences for the Cultural Entertainment Committee program by offering valuable support activities such as advance informational promotion, artist residencies, student/faculty programs, tie-in with appropriate academic activities, etc.
8. Develop and utilize appropriate resources such as faculty, professional associations, campus and community agencies, National Endowment Association, agents, and other important individuals or organizations in the arts.
9. Cultivate and maintain a liaison with other campus and community organizations.

Educational Requirements. Bachelor's degree required.

Experience. Minimum of three years' experience required with five years preferred in arts administration, student development programs, or related fields.

Exercise 6.2

Classification and Salary. This position is a professional, classified position at UT Austin. Policies and guidelines relating to such positions are applicable. Salary negotiable dependent upon qualifications of individual.

Application Information. Interested and qualified persons are invited to send confidential resumes to: Susan Clagett; Program Director, Texas Union; The University of Texas at Austin; Austin, Texas 78712. The position will be available in late Spring or early Summer, 1976.

THE UNIVERSITY OF TEXAS IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

Exercise 6.2
Handout

THE TEXAS UNION
THE UNIVERSITY OF TEXAS AT AUSTIN

Position: Texas Union Program Advisor

Description: To extend the students' educational experience through the planning and development of programs and services which fulfill this goal. This may be accomplished by working directly with students in an advisory capacity or by direct involvement in programming by the staff member.

The staff member has responsibility for assisting individual committee chairmen and committee members with the planning and implementation of their designated programming areas. Concern with the quality of experience for student volunteers, committee management and functioning, a balanced program reflecting varying viewpoints, involvement with activities affecting the total program area as well as the Texas Union in general, and interaction with fellow staff members are implicit in the responsibilities of a Texas Union Program Advisor.

Duties: The Program Advisor will advise the Afro-American Culture Committee, the Mexican American Culture Committee, and will coordinate the Texas Union's program of informal classes. The Informal Class Program consists of approximately 75 non-credit short courses varying in subject matter. In addition, the staff member will be expected to directly assume responsibilities for programming on campus. The staff member will also accept additional duties and responsibilities as needed and designated.

Because of the nature of the two mentioned committee areas it is essential that the staff member have special insights and awareness of the needs of minority students. It should be noted that the nature of this position necessitates both evening and weekend work in addition to regular weekday hours.

Education: B.A. degree in the behavioral sciences or education with graduate work preferred.

Experience: Two years' experience working with youth groups in a community setting or the equivalent advisory and administrative experience in the field of education.

Salary: Base twelve-month salary of \$8,724, effective September 1, 1974. Exact salary negotiable, dependent upon experience, educational background and special qualifications.

Employment Date: June 17, 1974.

Exercise 6.2

Applications: Individuals interested in applying for the position of Texas Union Program Advisor at the Texas Union should direct their resumes to:

Susan Clagett
Program Director
Texas Union 342
The University of Texas
Austin, Texas 78712

Exercise 6.2

Handout

Dear _____:

It was a pleasure to talk with you Thursday evening and to offer you the position of Program Advisor (Student Development Specialist II) with the Texas Union, effective in mid to late July, 1977. I am delighted that you will join the staff. As I indicated in our telephone conversation I feel as if you will bring an important dimension of experience and ability to the position.

Since I will be out of town attending a seminar in Illinois by the time you receive this letter, I feel it is important to restate and underscore some of the matters we discussed during our telephone conversation. As you know, the official University of Texas salary level for the Student Development Specialist II position will be \$11,016 for the remainder of the 1976-77 fiscal year (through August 31, 1977). We have not yet received the salary schedule for the 1977-78 year. The Texas Union would, of course, comply with official University of Texas guidelines governing salaries. As soon as this information is known, I will let you know.

As I indicated in our conversation, the Texas Union does follow general University of Texas policy specifying a six-month probationary period for all new employees. During this initial phase of employment, it is especially important for us to outline the expectations of a Texas Union staff member and the specific job responsibilities for your position as a Program Advisor. Since you will be in Austin during the summer and will be joining the staff by the end of July, we can plan to meet and talk in more detail about the position and the duties and responsibilities involved. At that point we can more specifically establish the guidelines for the position that will serve as a basis for review and evaluation during the first six-month period of employment.

As I mentioned in our conversation, one condition of employment would be the acquisition of a telephone close to the time you join the staff. I know you are aware of the importance of having quick communication with staff at home in the event of an emergency. Within the next few weeks I will be able to advise you of the exact date you will be joining the staff. Would it be reasonable for you to acquire a telephone by August 1, 1977? If this does present a problem, please let me know and we will determine a date that is convenient.

For my records, I would appreciate a written confirmation of acceptance for the position and acknowledgement of both the salary levels indicated and the University's six-month probationary policy. Hal Weiner, the Assistant Program Director, will be giving you a call presently to invite you to join the staff for coffee so that you can get better acquainted. It is a pleasure for me to extend this invitation to you to serve on the Texas Union staff, and I anticipate a very positive working relationship.

Sincerely,

Susan Clagett
Program Director

cc: Frank Bartow
Effie Mae Allbright

Exercise 6.2
Handout

MEMORANDUM

TO:

FROM: Susan Clagett

SUBJECT: Expectations of a Texas Union Program Advisor

In May, when I extended the invitation to you to join the Texas Union Program Staff, effective August 1, 1976, I promised to outline the expectations of a Program Advisor. To aid new members of the staff I think it is helpful to clarify the basic functions and responsibilities inherent in the position they are assuming. Too, because the Texas Union complies with the University's six-month probationary policy, I want new staff members to be fully advised of the basis for review of their effectiveness.

I realize that the position of Program Advisor and its responsibilities must seem very imposing at this point. Since you are already familiar with the University and have been active on the campus you have already assembled a great deal of information. From your work last week with Teresa you have a head start on your orientation program. I am confident that it will be only a short while before you are fully acquainted with the Texas Union and the Program Office and will be functioning as a full member of the Program Staff.

Although it is impossible to capsule all aspects of a Program Advisor's functions, I have summarized below some of the general areas of responsibility. During the fall semester we may want to review these items periodically as you get into actual job experiences. I am sure we may want to add to this list as we go along:

1. To Facilitate and Enhance Effective Committee Programming. As you know, the Texas Union Program is planned and produced through the cooperative efforts of students and staff members working together. It is not the staff member's role to assume full responsibility for a committee's program. Rather, the staff member serves to facilitate the chairperson and members of the committee in presenting quality programs. Some of the specific ways in which the advisor works with a student chairperson and committee members are as follows:
 - a. Insure Continuity and Commitment to the Philosophy and Established Goals of the Texas Union Program. Through the Texas Union Program Guidelines and the formal orientation program for committee chairpersons some important principles and established goals of the Program are communicated to both students and staff. Many of these principles are shared with college unions on other university campuses; many have been developed and refined in the Texas Union over a long period of time and with the involvement of many students, staff, and faculty. These shared values and goals are transmitted each year as new students and new staff members become an active part of the Texas Union organization. Through individual

Exercise 6.2

meetings with student chairpersons and committee members and in group meetings of the Texas Union Program Council, it is important for staff members to review and encourage discussion on such significant principles as balancing programs to include a divergent range of opinions, philosophies, and ideologies as well as content areas of subject matter; instilling a responsibility to review and evaluate the direction of the program thrust and the effectiveness of individual committees; responsible fiscal management; a commitment to qualify in programming; shared resources and collaboration in planning; as well as other tenets which form part of our tradition and practice.

- b. Provide Personal Resources and Expertise. Each member of the Program Staff brings a considerable amount of information/talents/resources/expertise to his/her position. Advisors are expected to have and to express opinions, to question and to challenge, both students and colleagues.
 - c. Assist with Program Planning and Execution. A Program Advisor has a myriad of roles in the planning process, including meeting with students to explore ideas/suggestions, investigating program possibilities, providing guidance and direction, accessing campus and community resources, assisting with the technical aspects of a program, questioning inappropriate or illegal program possibilities, attending committee programs and meetings as appropriate, etc. Together, the advisor and the student should review the sequence of planning to insure that all aspects of a program are considered at the outset. Delegation of responsibility in the implementation of the program should be outlined so that a quality program effort is assured.
 - d. Actively Participate in the Planning and Implementation of Training/Developmental Programs for Chairpersons and Members. With the assistance and involvement of the Program Council Coordinator, the Program staff works together to plan the formal training program for new chairpersons which commences upon their selection and continues into their active year of programming. Serving as a member of the team that plans and produces special workshops/retreats/meetings/discussions is an important function of a Program Advisor. The Advisor is also expected to assist chairpersons in the orientation and training of committee members.
2. To Operate within Budgetary Guidelines and to Maintain Accurate Financial Records. Since you have already participated in a review session on financing and budget with the members of the Program Council you are aware of much of the background and philosophy relating to the Texas Union and the Program Budget. It is important that each Advisor be familiar with the guidelines relating to the budget and that he/she work with committee chairpersons to function within the operating budget approved by the Program Council and the Union Board. Careful, accurate financial records should be maintained throughout the year.

Exercise 6.2

3. To Directly Plan and Produce Programs as Requested and as Appropriate.
In addition to the traditional committee structure for programming, the Texas Union offers a number of programs that are organized and presented by members of the Program Staff in cooperation with the Program Council. As new program areas are identified and campus needs are expressed for new or expanded activities, you may be asked to assume special programming roles.
4. To Demonstrate Professional Competencies and Skills Important for Effectiveness.
 - a. Concern with the Texas Union as a Whole. Even though a staff member is more directly concerned with the functioning of his/her immediate area, it is important that we all be aware of the total organization. As full-time professional staff members we represent the Texas Union, and it is important that we realize this responsibility and be fully informed about matters and issues of importance.
 - b. Professionalism and Appropriate Representation of the Texas Union. Since members of the Texas Union staff do represent the total organization, it is expected that staff members are cognizant of this responsibility and that they will conduct themselves in an appropriate manner. While staff members do have personal interests and projects which they pursue on their own time, it should be clear that such endeavors are to be separated from their role as Program Advisor. Personal biases and preferences should not interfere with an individual's professional functioning.
 - c. Attention to Detail and Follow-through in Planning. Due to the many demands on a staff member and the multiplicity of details that result from advising or coordinating several program areas, it is essential that a staff member attend to all aspects of a program: before, during and after the event. Check lists and notes of reminder are sometimes essential to insure that programs are well handled in all respects.
 - d. Serve as a Program Resource. Advisors should actively seek ideas and resources which contribute to the program efforts of individual committees and the Program Council. Through reading newspapers, magazines and other periodicals, reviewing the news media, and contacts with individuals and agencies on and off campus, the Advisor should become a valued source of program ideas/trends/information.
 - e. Serve as a Fully Functioning, Contributing Member of the Program Staff. As I mentioned earlier, each staff member brings unique experiences and talents to the Union Program. The active contribution and participation of each staff member is essential to our total effectiveness. Through involvement in staff meetings and retreats, joint planning sessions, TUPC meetings, total Union staff meetings, social events, and other joint activities, such contributions are felt.

Exercise 6.2

- f. Personal Organization and Records. Meeting announced deadlines and following established schedules for publicity efforts, budget reviews, retreat-planning responsibilities, etc. are expectations of a staff member. When delays are anticipated it is important to advise the Program Director. Each advisor is expected to maintain complete files on committee and program activities which contribute to a historical record of the Union program.

I don't wish to overwhelm you with expectations! The very complexity of the position makes it important that we discuss the functions and responsibilities of a Program Advisor as you join the staff. Much of what I have described will come naturally, and the rest will be assimilated as you begin to accumulate work experience. It is important to let you know that I consider it a high priority to work with you, to respond to questions and concerns, and to offer support and assistance as needed. Other members of the staff will also be valuable to you as resources and sources of help.

I look forward to working closely with you and to seeing you develop as a professional in college union programming. What an exciting time in the Texas Union's history to be joining the staff!

cc: Shirley Bird Perry

Exercise 6.2
Handout

Program Office
The Texas Union
The University of Texas

Schedule for On-Campus Visit

WEDNESDAY, APRIL 14, 1976

- 3:20 p.m. Arrival at Austin airport. Susan will meet Doreen's plane.
- 4:00 p.m. Informal tour of Texas Union South and the Program Office.
- 4:30 p.m. Visit with the Texas Union Board of Directors. Room 7.
- 5:30 p.m. Happy Hour with members of the Texas Union staff at Shirley's house.
- 7:30 p.m. Dinner with Shirley, Karen, Charles, Jean, Teresa, Gary, and Susan at the Spanish Village. After dinner, return to the Driskill Hotel.

THURSDAY, APRIL 15, 1976

- 8:15 a.m. Susan will pick up Doreen at the hotel and go to the Night Hawk on Guadalupe for breakfast.
- 9:30 a.m. Conference with Charles Pace and Jean Heath, Program Advisors. Room 7.
- 10:00 a.m. Conference with Teresa Acosta, Program Advisor, and Scott Bobb, Information Coordinator, and Nancy Mowry, Texas Union Program Coordinator for 1975-76. Room 7.
- 10:30 a.m. Conference with Effie Mae Allbright, Administrative Assistant, and Gary Shelton, Facilities Coordinator. Room 7.
- 11:00 a.m. Join Shirley prior to walk across campus to Faculty Center for lunch.
- 11:15 a.m. Shirley will introduce Doreen to Dr. Ronald M. Brown, Vice-President for Administrative Services, in Dr. Brown's office, Main Building 102.
- 1:00 p.m. Meeting with Karen Todar to discuss CEC position in detail: job duties and expectations, the organization of CEC and its relationship to the Texas Union Program, significant issues facing the CEC program, future directions of the program, review 1975-76 and 1976-77 seasons, budgetary considerations, supplemental/educational programming, etc. Karen's office.

Exercise 6.2

- 3:15 p.m. Larry Newman, 1975-76 Chairperson of CEC, and Sharon Stewart, 1976-77 Chairperson, will join Karen and Doreen for informal conversation regarding CEC program. Karen's office.
- 4:00 p.m. Informal interview/discussion with members of the 1975-76 Texas Union Program Council. Room 7.
- 5:30 p.m. Hill Country tour including drive through several Austin residential areas en route to Lakeway Inn for cocktails. Karen, Scott, Teresa, and Susan.
- 7:30 p.m. Dinner at the Feedlot.
- After dinner, return to the Driskill Hotel.

FRIDAY, APRIL 16, 1976

- 8:15 a.m. Check out of Driskill Hotel. Hal and Karen will pick up Doreen at the Driskill for drive to Susan's house and tour through Bee Caves/Barton Springs area and West Lake Hills.
- 8:45 a.m. Continental breakfast at Susan's.
- 10:30 a.m. Informal Coffee for members of the Texas Union staff, 1975-76 and 1976-77 TUPC members, members of the Union Board, staff members housed in Union South to meet and visit with Doreen. Room 7.
- 11:30 a.m. Karen, Susan and Doreen leave Union South to drive to Faculty Center for lunch.
- 11:45 a.m. Join Peter Garvie, Dean of the College of Fine Arts; Daniel Patrylak, Chairman of the Department of Music, and Jerry Harris, Director of Public Programs for the College of Fine Arts for a drink in the cocktail lounge. Lunch at approximately 12:15 to 12:30 p.m.
- 1:30 p.m. Meeting with B. J. Landers, 1976-77 Texas Union Program Council Coordinator. Texas Tavern.
- 2:00 p.m. Exit interview with Doreen and Susan.
- 3:30 p.m. Susan will drive Doreen to airport.
- 4:25 p.m. Departure.

Exercise 6.2
Handout

LBJ CENTER

PLANNING/BUDGET/TRAINING/STAFF EVALUATION CYCLE

<u>Activity</u>	<u>Responsibility</u>	<u>Date to Be Completed</u>
<u>LBJ Center Recruitment</u>	CSDP, Center Program Board Coordinator in consultation with DP and ADSD conducts recruitment program for center committees.	June-August
<u>Freshman Orientation</u>	All Student Development areas have respective meeting with new students as required by orientation program.	July-August
<u>University Calendar</u>	CRUC coordinators with Publications Coordinator re: art work and printing	July-August
<u>SWT/OL 08.07 Alumni Involvement in the Student Center and Student Development Programs within Student Life</u>	ADSD to review in consultation with VPUA	August 1
<u>Job Procedures</u>	Specific job procedures for all employees are reviewed by respective supervisors and ADSD.	August 1
<u>SL/OL 24.01 Procedures for Becoming a Registered Organization</u>	DSA to review in consultation with CSOGP and ADSD	August 1
<u>Staff Evaluation</u>	ADSD conducts formal staff evaluations with each professional staff member	August 1
<u>Last Day to Process Purchase Orders on Current Fiscal Year Budget</u>		August 1
<u>Review Goals for Upcoming Year</u>	Total staff reviews goals written the previous fall to determine needed revisions, to reach consensus, and to finalize goals and objectives	August 15
<u>University Calendar</u>	CRUC finalizes and receives approval	August 15
<u>ACU-I Summer Seminar</u>	ADSD Coordinates	August 15

Exercise 6.2

<u>Activity</u>	<u>Responsibility</u>	<u>Date to Be Completed</u>
<u>Last Day to Process IDT or RBC</u>		August 15
<u>Fall Leisure Learning Brochure Delivered</u>	DP coordinates	August 22
<u>Student Employment for Fall</u>	CSF in consultation with operations staff completes fall staffing of students.	August 31
<u>Student Training for Employees</u>	CSF/NWM/ADSD conduct training	August 31
<u>Workshops for Pro- gram Board</u>	DP, CSDP and Center Program Board Coordinator conduct initial workshop	Late August
<u>University Registration</u>		Late August
<u>Rush</u>	DSA, CSOGP coordinates	Late August/ Early Sep- tember
<u>Howdy Week</u>	DSA coordinates final plan of new student orientation program with assistance of various University departments.	Late August/ Early Sep- tember
<u>Annual Report</u>	Annual Report data is compiled by the various staff and forwarded to supervisors to ADSD who writes the composite report and delivers to VPUA	August- October 15
<u>Identity Prospective Leaders in LBJ Center in Committees, Greeks, Freshman Council, etc.</u>	Staff will be sensitive to identifi- cation of specific students demonstrating leadership potential	September- February
<u>KRA Data</u>	Student Development Staff to compile 3rd period data.	September
<u>Freshman Records Picked Up</u>	Books picked up by students in SA office	Month of September
<u>Summer Chautauqua Evaluation</u>	DP coordinates	September 1
<u>Personal Plans of Action Are Written and Finalized</u>	Professional staff develop PPA according to format and schedule a time for review with appropriate supervisor, agree and	September 1-15

Exercise 6.2

<u>Activity</u>	<u>Responsibility</u>	<u>Date to Be Completed</u>
<u>Orientation for Potential LBJ Center Committee Members</u>	A general session for all committee members coordinated by CSDP	September 19
<u>Leisure Learning Registration Completed</u>	DP coordinates	September 25
<u>Student Organization Fair</u>	CSOGP coordinates for all registered student groups to recruit members. (Maybe part of Howdy Week activity)	September 26
<u>Workshop for LBJ Center Committee Members</u>	All committee members experience a weekend training session in basics of programming coordinated by Student Development staff.	September 28-29
<u>LBJ Center Program Board Committee Interviews</u>	CSDP/Center Program Board Coordinator coordinates	September 30
<u>Goal Formulation for Following Year</u>	Total staff evolves goal statements and supporting objectives for subsequent year. Process includes work in program from committee level upward through students, coordinating director, to ADSD.	October 1-December
<u>Family Weekend Committee Appointed</u>	The VP UA appoints the Family Weekend Steering Committee. Committee begins planning.	Month of October
<u>Letter to Faculty Re: Who's Who</u>	DSA sends letter through channels for approval prior to forwarding to faculty	October 1
<u>Greek Conference</u>	Greek CSOGP attends	October 3
<u>Greek Week</u>	IFC/Panhellenic President, CSOGP coordinates with DSA	October 6-11
<u>Who's Who Mailing to Nominees</u>	DSA sends information Reg: Activities to Student Nominees	October 15
<u>Freshman Council Appointed</u>	DSA coordinates appointment	October 30
<u>National Panhellenic Conference</u>		Late October

Exercise 6.2

<u>Activity</u>	<u>Responsibility</u>	<u>Date to Be Completed</u>
<u>Process Contract for Freshman Record</u>	DSA processes	Late October
<u>ACU-I Region 12 Conference</u>		Late October/ Early November
<u>Homecoming</u>		Late October Early November
<u>Student Organization Leadership Workshop</u>	DSA, CSOGP/ADSD conduct workshop for organization leaders as part of Leisure Learning	October/ November
<u>Review Personal Plans</u>	Each staff member schedules a review session with the supervisor: PPA	November 1-15
<u>Leisure Learning Spring Courses Finalized</u>	DP coordinates	November 1
<u>Who's Who Nominations Due</u>	DSA sends to National Who's Who	November 1
<u>SL/OL 08.01 Freshman Record</u>	ADSD and DSA will review	November 15
<u>NECAA Regional Meeting</u>		Mid-November
<u>Program Board Coordinator Appointments</u>	Applications/Interviews accepted	November 21
<u>National Inter-fraternity Conference</u>	CSOGP coordinates attendance	Late November/ Early December
<u>SWT/OL 28.56 Vending and Food Service in LBJ Center</u>	Reviewed by ADSD in consultation with VPUA	December 1
<u>Finalize Goals and Objectives Following Year</u>	Staff will finalize goals and copies will be distributed from ADSD office	December 1
<u>Spring Program Plans</u>	LBJ Center Committees will forward through advisor plans for all spring programs. CSDP coordinates with DP will review and ask for any revisions, and forward through channels. DP submits staff program plan for all areas.	

Exercise 6.2

<u>Activity</u>	<u>Responsibility</u>	<u>Date to Be Completed</u>
<u>Spring University Calendar Copy Due</u>	CRUC collects	
<u>New Member Workshop for Greeks</u>	Weekend workshop for fraternity/sorority new members conducted by CSOGP, ADSD, and DSA	December 1
<u>Estimated Income for Following Year Received</u>	VPFM provides figures for budget use	December 1
<u>SWT/OL 09.05 Solitication on Campus</u>	To be revised by CSOGP in consultation with DSA and ADSD	December 15
<u>ACUCAA Conference</u>		December 15
<u>1st Period KRA Totals Due</u>	ADSD coordinates	January
<u>Spring Leisure Learning Brochures Delivered</u>	DP coordinates	January 4
<u>Review of Current Year's Budget</u>	All professional staff will forward a statement of expenses and balance to ADSD. This includes all expenses and encumbrances.	January 10
<u>SL/OL 06.06 Plan to Ensure Student Organization and Resident Hall Involvement during Homecoming</u>	DSA to review in consultation with ADSD	January 15
<u>Budget Cycle</u>		
a. Committees	a. Program Board/CSDP develop budget requests for each committee and submit to DP.	January 15
b. Operations	b. Operations staff develops budget for LBJ Center operations, Sewell Park, University Camp and submits to ADSD.	January 15
c. Special activities	c. ADSA/DSA prepares budget requests for Homecoming, Family Weekend. AD and DP for Student Life Activities.	January 15

<u>Activity</u>	<u>Responsibility</u>	<u>Date to Be Completed</u>
d. Budget due to VPUA	d. ADSD presents balanced budget to VPUA for all areas.	January 25
e. Salary	e. ADSD completes salary review and makes recommendations to VPUA	February 6
f. Budget/Salary review	f. Budget and salary review requests are reviewed by Student Service Fee Committee, VPUA, President, Board of Regents.	February-June
g. Final Budget review	g. The budget is returned for final review by the ADSD	April 15
h. Appointment Letters prepared	h. Appointment letters with salary are distributed	June 1
i. Final Approved Budget received	i. The final budget approved by the Regents is distributed.	June 1
<u>Workshop for Student Employees</u>	CSF/NWM and ADSD conduct a day of training for all student employees	Mid-January
<u>Rush</u>	Sororities conduct open rush. Fraternities conduct formal rush.	Late January Early February
<u>SWT/OL 08.06</u> <u>LBJ Student Center</u> <u>Policy and Procedure</u>	ADSD will review with VPUA	February 1
<u>Greek Publication</u>	CSOGP finalizes	February 1
<u>SWT/OL 04.17</u> <u>Reservation Policies</u> <u>LBJ Memorial Student Center</u>	CRUC and ADSD to review	February 1
<u>Spring Leisure Learning Registration Completed</u>	DP coordinates	February 7
<u>Program Board Coordinator Appointment</u>	Applications and interviews are conducted by the Program Board to select the coordinator for the following year	November
<u>Homecoming Committee</u>	Homecoming Committee for following year is appointed by VPUA. Initial meeting held.	February 15
<u>NECAA Convention</u>		Mid-February

Exercise 6.2

<u>Activity</u>	<u>Responsibility</u>	<u>Date to Be Completed</u>
<u>PPA Review</u>	Quarterly review of PPA's completed by all professional staff	February
<u>Internship Program for LBJ Center Prospective Chairpersons</u>	The CSDP, DP, Center Program Board Coordinator and ADSD conduct training program to inform prospective chairpersons of responsibilities	February 20
<u>LBJ Program Board Appointed</u>	The outgoing Program Board and CSDP interview and recommend to the DP and ADSD a slate of new chairpersons. New members serve apprenticeship for one month.	March 1
<u>SL/OL 04.01 Annual Review of Allocation of Space in the LBJ Student Center</u>	ADSD to review in consultation with VPUA	March 1
<u>MIFCA Conference</u>		Mid-March
<u>Spring Break</u>		Late March
<u>ACU-I Conference</u>		Mid-April
<u>SWT/OL 07.03 Attendance at Student Activities by Administrative Personnel</u>	Review by ADSD	April 1
<u>Notice to University re: Reservations</u>	CRUC sends letter re: LBJ Center reservations for following year	April 1
<u>Greek Publication Delivered</u>	CSOGP coordinates	April 15
<u>Summer Program Plans Due</u>	SD Program staff formulates plans and submits to ADSD for approval	April 15
<u>Budget Review</u>	ADSD reviews with staff	April 15
<u>PPA Review</u>	Staff schedules with supervisor	April 15
<u>Sorority Rush Sign Up</u>	CSOGP coordinates for upper class women	April 20
<u>Summer Leisure Learning Classes Set</u>	DP implements	April 21

Exercise 6.2

<u>Activity</u>	<u>Responsibility</u>	<u>Date Be Completed</u>
<u>SL/OL 07.01</u> <u>Recognition of</u> <u>Outstanding Students</u>	DSA to review in consultation with ADSD	May 15
<u>Leisure Learning</u> <u>Final for Fall</u>	DP implements	May 19
<u>Summer Leisure</u> <u>Learning Brochure</u> <u>Delivered</u>	DP coordinates	May 23
<u>Summer Chautauqua</u> <u>Publication</u> <u>Delivered</u>	DP coordinates	May 23
<u>Summer Student</u> <u>Training Employees</u>	CSF coordinates	June 1
<u>2nd Period KRA</u> <u>Totals Due</u>	ADSD coordinates	June
<u>Summer Term/Program</u> <u>Begins</u>		Early June
<u>LBJ Center Reserva-</u> <u>tions for Following</u> <u>Year</u>	Faculty and staff routes to CRUC. Reservations confirmed by July 1.	June 1
<u>SWT/OL 04.09</u> <u>University Camp</u>	Reviewed by ADSD, VPUA, the University Camp Committee, CSF, CRUC	July 1
<u>SL/OL 04.02</u> <u>Reserving of</u> <u>Space by Student</u> <u>Organizations</u>	ADSD to review in consultation with CSOGP, CRUC, VPUA, and DSA	June 1
<u>SWT/OL 05.02</u> <u>University</u> <u>Activities Calendar</u>	CRUC to review in consultation with ADSD	June 1
<u>Freshman Record</u> <u>Copy Due to</u> <u>Publisher</u>	DSA coordinates	June 1
<u>SWT/OL 28.74</u> <u>President's Attendance</u> <u>at Student Activities</u>	DSA to review in consultation with ADSD and VPUA	June 1
<u>Panhellenic Rush</u> <u>Mailing</u>	CSOGP and Panhellenic Advisor coordinates	June 1

Exercise 6.2

<u>Activity</u>	<u>Responsibility</u>	<u>Date to Be Completed</u>
<u>Summer Leisure Learning Registration Complete</u>	DP coordinates	June 13
<u>Annual Inventory</u>	CSF Coordinates	July 1
<u>University Calendar Dates Due</u>	CRUC collects copy	July 1
<u>Food Requests Due</u>	Staff submits food and refreshment request for year.	July 1
<u>SWT/OL 04.10 Sewell Park</u>	CSF and CRUC to review with ADSD	July 1
<u>SL/OL 06.03 Film Program</u>	CSDP to review with DP and ADSD	July 15
<u>SL/OL 06.02 LBJ Student Center Program Board</u>	VPUA in consultation with ADSD, DP and CSDP to review	July 15
<u>SL/OL 06.04 Leisure Learning</u>	ADSD and DP to review	July 15
<u>Last Day to Process Contract P.O.</u>		July 15
<u>IFC Rush Mailing</u>	CSOGP to coordinate	July 15
<u>3rd Period KRA Totals Due</u>		September

TIME LINE I

L&J Student Center
Southwest Texas State University

		Evaluating Activities	Planning Events	Professional Activities	Training Events	L&J Center Events	University Events
June	L&J Center Committee Recruitment Summer Term/Program Begins Freshman Record Copy Due Publisher					X	X
July	L&J Center Program Board Workshop Greek Officers' Workshop Freshman Orientation				X X		X
	Staff Evaluation	X					
	Student Employment for Fall					X	
	Classified Job Procedures					X	
	Push						X
Aug.	Review Goals for Upcoming Year Workshop for Student Employees Workshop for Program Board University Registration L&J Center Program Committee Recruitment Annual Report		X		X X	X	X
	Orientation for L&J Center Committees Workshop for L&J Center Committee Members Freshman Records Picked Up Personal Plan of Action Identify Prospective Leaders in L&J Committees	X		X	X		X
	Goal Formulation for Next Year Family Weekend Committee Appointed Letter to Faculty Re: Who's Who ACU-I Region 12 Conference Who's Who Nailing to Nominees Homecoming National Panhellenic Conference Process Contract for Freshman Record		X				X X X X X
Oct.	Review Personal Plans Who's Who Nominations Due NECAA Regional Meeting			X			X
Nov.	Finalize Goals/Objectives for Next Year Spring Programs Plans National Interfraternity Conference New Member Workshop for Greeks Estimated Income for Next Year		X X	X	X		
Dec.	Review of Current Year's Budget Budget Cycle Begins Program Board Coordinator Appointment Workshop for Student Employees		X X			X	
Jan.	Internship Program/Prospective Chairpersons Push Homecoming Committee PPA Review L&J Program Board Appointed				X		X X
Feb.	Family Weekend MIFCA Conference Spring Break ACU-I Conference All University Revue	X			X	X	X
March	Notice to University Re: Reservations L&J Program Board Term Begins Student Development Awards Banquet Greek Retreat Summer Program Plans Due Greek Week Summer Student Employment Completed Student Organization Leadership Conference			X		X X X	X X X X
April	Full Programs Due		X		X	X	
May			X				

Staff/Career Development

6.3

CHARTING A COURSE FOR STAFF DEVELOPMENT

Goals:

1. To share theories regarding individual life patterns.
2. To outline characteristics of a career cycle.
3. To identify some options in a college union career cycle.
4. To discuss some implications for management in regard to career development.

Physical Setting:

An area large enough to accommodate a total group with furniture that can be easily arranged to form cluster groups for discussions.

Materials:

Art pad sheets with felt pens.
Handouts.

Procedure:

1. The session leader conducts a discussion of staff development emphasizing a developmental approach, i.e., phases and cycle of careers.
2. The leader focuses on various characteristics of a career cycle, e.g., preemployment, employment, departure process, using the handout materials as a guide.
3. The leader elicits discussion from the group regarding various options in a career cycle of a college union/student activities staff member.

TIME REQUIRED

- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited

Exercise 6.3

4. The leader discusses the various stages of development as outlined by Erik Erickson, Gail Sheehy, utilizing information in the handouts.
5. Cluster groups are formed informally for participants to discuss and share reactions, personal experiences and observations related to stages of development outlined in the presentation.
6. The leader reconvenes the total group and initiates a discussion on responses of management to an individual at various points in the career cycle/personal development process.
7. Cluster groups reform and participants attempt to add to the list of methods of response by managers, supervisors to staff. At this point, the career cycle is reexamined with leader and participants identifying functions that might occur at various points in the career cycle. (For example, preemployment would involve creating a position, posting and advertising, and the search process.)
8. The leader reconvenes the total group and initiates an overall discussion of all topics discussed.

NOTE: The handouts attached can be collated and distributed to each participant at the conclusion of the session. It is suggested that the material be copies in summary form on art pad sheets and referenced during the session presentation. The handout material is critical to the success of the session.

Source of Exercise:

Richard Blackburn
Susan Clagett
Adell McMillan
Shirley Bird Perry
Dr. Joanne Callan

Session developed for the Association of College Unions-International annual professional staff conference, held in San Diego, California (1977).

Exercise 6.3

"Charting a Course for Staff Development"

WHAT COMPRISES A CAREER CYCLE?PREEMPLOYMENT

1. Creating a staff position (justification/rationale)
2. Formulating a job description
3. Public posting and advertising of job availability
4. Search process (includes personal contact with applicants, campus visits)

EMPLOYMENT

5. Selection and appointment (contracting process)
6. Orientation and training
7. On-going job experience (includes personal growth and development, formal and informal educational experiences, influence of internal and external forces, etc.)

DEPARTURE PROCESS

8. Transition period between staff members (includes notification of termination, selection and appointment process, transfer of information/duties)
9. Actual departure: promotion/removal/resignation/retirement
10. Follow-through (contact between staff members after separation, relationship with former staff member)

PREEMPLOYMENTEMPLOYMENTDEPARTURE PROCESS

--Creating staff position	--Selection and appointment	--Transition period
--Job description	--Orientation and training	--Actual departure
--Posting and advertising job	--On-going job experience	--Follow-through

Exercise 6.3
Handout

"Charting a Course for Staff Development"

SOME CHARACTERISTICS OF A CAREER CYCLE

REACHING OUT: 23-28

- A. Idealism/Passion--want ultimate test of elders.
- B. Lack of understanding/perspective--can't understand older people turning inward to meet personal needs.
- C. Judging others.
- D. Impulsiveness.
- E. Learning the ropes--getting information.
- F. Learning the environment/setting.
- G. Experimentation--trying and failing/succeeding; formulating and testing skills abilities.
- H. Conflict between assertiveness and dependency--damned if you do; damned if you don't situation.
- I. Developing personal style--not done consciously; set patterns of behavior/operation.
- J. Immersion in work.
- K. Job responsibilities more specific in nature.
- L. Political naivete.
- M. Meet personal/social needs through work--not always positive experience.
- N. Making commitment to marriage.
- O. Outer confidence/inner fear.
- P. Difficult differentiation between student and staff role--testing and questioning appropriate roles.
- Q. Time perspective--Do it today! No concern for germination of ideas/length of process.
- R. Act out repressed college days.
- S. Models--transient and continuing/good and bad. Have no model at all or model at a distance.
- T. Identifying resources.

QUESTIONS-QUESTIONS: 29-34

- A. "5-Year Crisis"--What am I doing here?
- B. Questioning regarding use of time--more selective; less likely to attend activity just to be present.
- C. Seek new challenges/responsibilities.
- D. Understanding of what younger staff going through.
- E. Model--emerging toward being a model for younger staff.
- F. Realize rewards and benefits for skills and knowledge.
- G. Willingness/eagerness to share knowledge with others--guard against giving out recipes and imposing experiences on others.
- H. Personal style more evident--can change or enforce.
- I. Sense of removal from "front line"--involved in experiences which may result in greater importance, but result in greater isolation--become immersed in paperwork.

Exercise 6.3

- J. Reimmersion in work--questioning--move to different level of proving ability and reproving abilities to oneself.
- K. Time perspective--"This too will pass." Days and months come and go--ability to see past and future.
- L. Personal influences--marriage crisis/divorce.
- M. "Could" stage--ability to do more due to improved financial standing. Some restraints.
- N. Broaden self professionally.
- O. Connectedness with colleagues/friends--seek professional identity--achieve credibility as a professional.
- P. Reevaluate old friendships--while assessing quality and value of college friendships, examine personal need for friends outside work setting.
- Q. Career orientation--more earnest about climbing career ladder--upward mobility
- R. Involvement in professional association/college projects--step outside job to gain renewal.
- S. College union/student activities staff team--viewed as adult, contributing member of organization.

MIDLIFE EXPLOSION: 35-43

- A. Model--energize away from own model--become model on own merits.
- B. Self-awareness--becoming own person--awareness of strengths and weaknesses.
- C. Introspective.
- D. Move towards generalization--less specialized in work responsibilities.
- E. Values open to question--Is it possible to achieve goals? Values are important.
- F. Asserting oneself professionally--last chance to make it big in career.
- G. Lose luxury of experimentation--less mobile--less able to take chances.
- H. Recognize physical and intellectual limits--slowing down.
- I. Midlife awareness--"One of these days is here." Looking back to where you've been and forward to where you will be. Is there time to change?
- J. Impact of tragic events--"All of my friends are dying." An exaggeration which represents sudden awareness of half-way point.
- K. Authenticity--sense of being alone/standing alone. Seeing "with bark off." Are the goals I have defended professionally real? Are they attainable? Period of disillusionment.
- L. Feelings of adequacy--not the smartest person/ not the dumbest. Know what you don't know, but you know a great deal.
- M. Options narrowed and widened--experience enables you to do more things but freedom to move/change is restricted.

SETTLING DOWN: 44-50

- A. Sense of satisfaction/accomplishment--feeling of contribution.
- B. Acceptance of time and stage of life--comfortable with what has gone before and what will come.
- C. Less affected by demands of position--not as easily ruffled/upset over daily events.
- D. Revaluing of personal values/friends--awareness of importance of colleagues and friends and personal standards/philosophies.

Exercise 6.3

- E. Less materialistic--not as concerned with money or possessions.
- F. Renewal of purpose--energized and eager to build positive life structure for years to come.
- G. Personal happiness--more accepting of spouse--satisfied with marriage.

THE MELLOWING: AFTER 50

- A. Personal warmth--softening of feelings and relationships.
- B. Creating new challenges--maintain interest in work.
- C. Tendency to avoid emotion-laden issues--"Don't want conflicts/fights."
- D. Preoccupation with everyday jobs/irritations/triumphs--sensitive to small events/details--greater awareness of regular revents of life.
- E. Valuing of friends and privacy.
- F. "No more bullshit"--less patient with unimportant matters/interferences.

"CHARTING A COURSE FOR STAFF DEVELOPMENT"

THEMES	16 - 22 LEAVING THE FAMILY	23 - 28 REACHING OUT	29 - 34 QUESTIONS-QUESTIONS	35 - 43 MID-LIFE EXPLOSION	44 - 50 SETTLING DOWN	After 50 THE MELLOWING
ERIK ERIKSON, ET AL	-Fantasies of adulthood dispelled -Peers serve as allies in breaking from family -Influenced by beliefs/values of peer group -Friendships with peers brittle	-Reaching toward others -Mastering the world -Avoiding emotional extremes -Rare analysis of commitments -Acquiring a mentor	-Self-reflection -Lack of assurance -Rejecting expectations of others -Decline of social life -Materialistic -Questioning of marriage -Upward mobility -Need to reach satisfaction now or maybe not at all	-First awareness of death -Unstable-remembrance of adolescence -Becoming one's own--rejecting models -Last "chancism" -Generativity--becoming a mentor	-Die is cast--stable time -Decisions lived with -Increased attention to old values and friends -Money less important -Married persons turn to spouses for sympathy	-Softening of feelings and relationships -Avoiding emotionally laden issues -Preoccupation with everyday lots/tri-umphs/irritations -Parents no longer blamed for personal problems -Little concern for past or future
	After 18 "Pulling Up Roots"	20s "Trying 20s"	Approaching 30 Catch-30 and Early 30s "Rooting and Extending"	Mid 30s - Early 40s "The Deadline Decade"	Mid 40s - 50-ish Renewal or Resignation	At 50-ish
GAIL SHEEHY, (PASSAGES)	-Formulating role in peer group/sex role/future occupation/world ideology -Seeking physical and emotional separation from family -Rebound to family -"Contemporaries become conspirators"	-Preparing for life work -Seeking a mentor -Forming capacity for intimacy while preserving self -Conflicting choice to experiment and build sound future	-Rejecting expectations -Feeling narrow and restricted -Vitality -Earlier decisions re-thought -Conflict in marriage -Need to expand--make it	-Half-way mark -Physical faltering -Aloneness -Last chance -"So this is all there is?" -Want own identity -Restlessness -Need for authenticity -Men become interested in ethical self	-Equilibrium retained -Stability--more or less satisfied -Sense of renewal of purpose -Know: "I can't expect anyone to understand me."	-Warmth and mellowing -Friendships and privacy more important than ever -Motto: "No more bullshit!"
	College Experience			Work Experience		Retirement
COLLEGE UNION CAREER	-Experiencing/participating in activities -Part-time employment -Consumer/spectator of activities, programs -Period of preparation	-Conflict of assertiveness and dependency -Outer confidence/inner fear -"Learning the ropes" -Experimentation -Idealism -Emergence in work -Testing and questioning appropriate roles	-Seek new challenges/responsibilities -Broaden self professionally -Emerge as model -Career-directed -Selective about use of personal time -"What am I doing here? Is there something more?"	-Reject own models -Move towards generalization -Question adequacy -Sense of repetition -Period of disillusionment -Become model on own merits -Distortion of sense of time -Realize physical and intellectual limits	-Less mobile -Perhaps last opportunity to change jobs/career -Sense of satisfaction with achievements -Create new challenges to maintain interests -Quality of situation more important than salary	-Reluctance to make changes -Supporting next generation -Avoiding conflict--"too much trouble to fight" -Valuing associates/colleagues/friends
PERSONAL DIMENSIONS	"Pulling up roots from family." Although we seek independence and separation, we fear we are children who cannot take care of ourselves. In the process of leaving home we rebound to the family until we make a physical and emotional break.	Seek to establish own identity which is different from the actions and attitudes of our parents. We are still strongly influenced by our family models. Time when marriages are formed and a period of "togetherness" in marriage.	Experience restrictions of our personal choices made during our 20s. Period of decline in social life and marital satisfaction. Divorce a frequent occurrence. Singles push to find a partner.	Awareness of aloneness and concept of death. Period of reevaluation and examination of self and others. Also time when marriages may dissolve. Time for career changes and matching of interests/values with pursuits.	Upswing in personal happiness. Acceptance of being alone. Period of acceptance and understanding. Married people turn inward. Men fantasize about young erotic girls as well as older nurturing women.	Years marked by warmth and mellowing. Importance of friends increased. Desire for privacy and appreciation of daily life happenings. Parents no longer blamed for problems of the children.

"CHARTING A COURSE FOR STAFF DEVELOPMENT"

THEMES	16 - 22 LEAVING THE FAMILY	23 - 28 REACHING OUT	29 - 34 QUESTIONS-QUESTIONS	35 - 42 MID-LIFE EXPLOSION	44 - 50 SETTLING DOWN	After 50 THE MELLOWING
PERSPECTIVE OF TIME	Time seems to pass slowly as young people reach adulthood and experience desire to separate from parents. More and more freedoms are sought and obtained as children mature.	Impatient and slow to understand the importance of following channels and established procedures. Expect others to respond immediately to expressed needs.	Come to see that time comes and goes and that what is a problem/crisis today will not be tomorrow. Can see the past and its relationship to the future. Attitude of "this too will pass."	Awareness of halfway point in life. See self as part of life process-recognize mortality. Time to redirect life if going to. All of a sudden "one of these days is the present."	Begin to accept one's stage in life and to accept passage of time. Feeling of comfort and sense of accomplishment in terms of life's work. Begin to examine the valuable elements of living.	Continued acceptance of time and inevitability of life's end. Turning inward to family and friends and focus on daily affairs. Choose not to waste time in conflict situations or spend energies where there is no real personal gain.
MODELING	Primary focus is on relationship within a peer group. Friendships are contingent on whether others share our values/opinions. Disagreement by friends tends to be viewed as betrayal. Peer groups form a linkage between family and adulthood.	Time when we are likely to find a mentor--a patron 8-15 years older whose behavior and styles we admire. Often models are at a distance. Slow to distinguish between good and bad/transient and continuing models.	Tend to emerge as a peer model among younger colleagues. Understand what younger staff experiencing and able to offer help. Temptation to impose thoughts/feelings/approaches on others. Start to become teacher.	The mentor acquired in our mid-20s is cast aside and emphasis is becoming one's own person. Moving toward generativity--nurturing, teaching and serving others. Emerge ready to be mentor to another who is younger.	Period of rebuilding and creating positive life structure which can enhance/enrich one's own life while providing a positive model for others. Continue to contribute to development of younger person.	Deepened appreciation of individuals influenced and influencing. Less active, more subdued role. More scrutinizing, less likely to put up with irritations. More direct in relationships and forms of expression.
	Preemployment			Employment		Departure Process
CAREER CYCLE	-Creating position -Job description -Posting and advertising job -Search process/interviewing candidates	-Selection and employment -Orientation and training	-On-going job experience			-Transition -Departure -Continuing relationship
RESPONSES OF MANAGEMENT	-Clear rationale/explanation for creating job position -Complete/accurate written job description -Posting of job with appropriate agencies/associations -Personal contact with key colleagues re job opening -Clear-cut method of candidate review and selection -On-campus interview	-"Contracting" with employee--outline expectations and method of review -"Self-paced" orientation program -Introduction to campus and community resources (both human and material) -6-month probationary evaluation -Staff conferences/meetings	-Sensitivity to needs for new challenges -Opportunities for movement within the organization -Developmental workshops/seminars -Encourage active participation in campus-wide committees -Formalize responsibility for peer advising	-Reassigning job responsibilities to lighten physical demands -Opportunity for employee to suggest new interests/directions -Encourage positive contributions to the profession thru consultation/writing etc. -Pursue advanced degree	-Develop new outlets/programs/services -Utilize special talents/experiences of staff member -Leave-of-absence -Continuing education programs -Sabbatical -Renew participation in activities at a beginning level rather than a leadership role	-Individual consultation for younger colleagues "at a distance" -Update and complete file system and records -Introduce successor to campus colleagues -Overlap of time for training -Standardize systems/procedures -Procedure for shifting job responsibilities

Exercise 6.3

Handout

"Charting a Course for Staff Development"SOME OPTIONS IN A COLLEGE UNION CAREER CYCLE

The following examples represent various ways individuals may enter and exit a career in college unions or other professions. A variety of internal and external factors serves to influence the particular options selected.

I. IN AND OUT: VARYING TIME LENGTHS

- A. Career Building. By entering the college union profession, a staff member seeks a developmental/enriching experience which will contribute to his/her acquisition of important skills and provide a positive growth experience. The individual may choose to remain in the field or to leave and seek other employment opportunities. Several examples of career building situations follow:
 - (1) An individual is committed to acquiring skills but is predirected toward another career. In this instance, the employee is deliberately selecting a college union career because of its potential value in preparing him/her for another career goal.
 - (2) An individual is committed to acquiring skills, but not pre-directed toward another career; however, he/she leaves the field due to:
 - (a) Accidental Opportunity--"Being in the right place at the right time."
 - (b) Recognition of Abilities--"An offer you can't refuse." (An individual's skills are seen as valuable by other organizations.)
 - (c) Growth Opportunity--"Seeking new, challenging opportunities." (An individual is able to utilize his/her developed skills in another situation that provides opportunities for continued growth.)
- B. Experimenting. A staff member may choose to accept a college union position in order to examine the suitability of the job for himself/herself and to explore the job potential to determine if he/she enjoys the work or would prefer to try something else.
- C. Passing Through. A staff member who is deliberately en route to another career and who is merely adding to a resume or waiting for a preferred job opportunity is not seriously interested in a long-term involvement in college unions.
- D. Wasn't What I: Could Do/ Wanted to Do. In the process of working in a college union an individual may discover that he/she does not have

Exercise 6.3

the skills/experience/interest/commitment to continue in the field. Such a situation can be a learning experience for the individual about himself/herself and about the nature of the work.

- E. Accidental. By happenstance, an individual may have become involved and interested in college unions through a part-time job, involvement on a program committee, or participation in union-sponsored activities as a college student.
- F. Enter/Exit/Reenter. By design or circumstances, an individual may enter the college union field and experience a short- or long-term interruption in employment before resuming the profession in the same or related position.

II. TOTAL CYCLE: CAREER-DIRECTED

- A. From College to Retirement. A rather untypical situation is the college union staff member who enters the field upon graduation and remains within the profession until resignation or retirement.
- B. Late Entry to Retirement. For those who delay the start of a career or who change careers, involvement as a college union staff member may begin at any period and continue to resignation or retirement.

Characteristics of a Career Sequence

Exercise 6.3

Description of Experience	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Comments

What would you identify as the critical points or "crises" in your career cycle?

What events or circumstances precipitated these "crises"?

What was the response/reaction of your supervisor during your "crisis" experiences?

What was the outcome of your "crisis" experiences?

Have you known other staff members who have had similar career experiences? How have you been able to assist them based on the developmental stages of your personal career?

197

Exercise 6.3

Handout

INDIANA MEMORIAL UNION BOARD OF DIRECTORS

STAFF MISSION

The Indiana Memorial Union is an integral and vital part of the educational life of Indiana University, sharing goals of academic and personal development of the student.

Our mission is to fulfill this educational function by contributing to the personal and intellectual growth of the student by assisting them to function dependably and effectively when confronted by problems, to develop and exercise good judgment, use decision-making skills, have fiscal responsibility, encourage creativity, effectively utilize resources, provide involvement in the group process, and develop leadership skills.

Our mission also is to assist individual students and student committees in the development, planning, implementation, and evaluation of specific programs that contribute to an on-going, well-balanced, cocurricular program of social, cultural, recreational, and educational activities.

Exercise 6.3

OBJECTIVE #1

Promote a clear understanding of the role of a Union Board Director to all members of the Board.

METHOD OF ACCOMPLISHMENT

- A. Update and index handbook.
- B. Writing of job description for Board members.
- C. Have a back-to-school social gathering
- D. Have back-to-school information prepared defining roles.
- E. Clarify by-laws.
- F. Devise methods of informing non-Union Board members of facts and issues.
- G. Review campaign platforms at the beginning of the school year.

OBJECTIVE #2

Promote a clear understanding of the role of a Union Board Director to all members of the IMU staff.

METHOD OF ACCOMPLISHMENT

- A. Internal Newsletter for IMU.
- B. Present staff of IMU with staff goals.
- C. Inform Executive Committee of IMU of Union Board functions.

Exercise 6.3

OBJECTIVE #3

Emphasize importance to Union Board Directors of proper prior planning of programs.

METHOD OF ACCOMPLISHMENT

- A. Schedule advisory sessions on regular weekly basis.
- B. Develop Room Reservation Notebook to contain confirmed reservations.
- C. Redesign program evaluation procedure.
- D. Make sure all room reservations are completed when advisor signs them.
- E. Make sure set-ups are given to Rooms and Reservations early.
- F. Use diagrams to describe set-ups for major programs.
- G. Notify Rooms and Reservations immediately if any space is to be cancelled.
- H. Initiate new calendar system in locked display case.

OBJECTIVE #4

Promote fiscal responsibility to all Union Board Directors

METHOD OF ACCOMPLISHMENT

- A. Initiate new system for overspending by line item.
- B. Staff members assume responsibility of keeping budget books.
- C. Requisitions will receive top priority in typing and will be walked thru the building.
- D. Inform all Board members of proper purchasing procedure by newsletter, bulletin boards, announcements.
- E. Control petty cash expenditures.
- F. Give Director of Business Services copy of reservations form when food is ordered.

Exercise 6.3

OBJECTIVE #5

Provide more efficient methods for advisory input into the operation and management of the Indiana Memorial Union.

METHOD OF ACCOMPLISHMENT

- A. Funnel all policy and advisory matters thru standing committees.
 - 1. Foods Advisory Committee.
 - 2. Activities Center Advisory Committee.
 - 3. Facilities Use Committee.
- B. Write accurate descriptions of above committees and give to board members.
- C. Enlist interested Board members and staff on these committees.
- D. Have committees responsible for research of campus opinions, etc.
- E. Allow committee board members to answer questions concerning the operations of the IMU.

OBJECTIVE #6

Emphasize education and professional development of all program staff members.

METHOD OF ACCOMPLISHMENT

- A. Utilize Program Staff Goals.
- B. Initiate time table calendar for staff goals.
- C. Have weekly Program Staff meetings.
- D. Have all staff members write their personal goals they wish to achieve during the year.
- E. Take field trips around the campus.

OBJECTIVE #7

Identify and articulate the programming philosophy of the Union Board.

METHOD OF ACCOMPLISHMENT

- A. Meet with IMU Staff to discuss programming philosophy.

Exercise 6.3
Handout

INDIANA MEMORIAL UNION

Orientation Schedule
Assistant Program Coordinator

Tuesday, July 6

Objective: Understand Union Board philosophy and organization.
Know financial base for upcoming year.

- a. Organization charts of university
- b. Union Board constitution review
- c. Budget review, FY 77

Wednesday, July 7

Objective: Understand roles of fellow staff members in Union Board Office and the types of paperwork and responsibilities each member has.

- a. Meet with Don Luse, Program Coordinator
- b. Meet with Dolores Cassady, Union Board Secretary
- c. Meet with Tom Wilson, Union Board Bookkeeper
- d. Know procedures for: room and reservation, purchasing, secretarial assistance, contracting, etc.

Thursday, July 8

Objective: Review previous year's Union Board and begin to determine Board's interrelationships with other IMU departments.

- a. Read Annual Report and make notes of problem areas
- b. At 12:30 p.m. meet with Gene Marshall and Jim Keer and Don Luse to discuss Union Board's problems in working with Maintenance.

Friday, July 9

Objective: Meet with IMU departments and review what has happened during the week in order to begin to formulate concrete objectives for Union Board Staff.

- a. Meet with Don Luse and Max Fleetwood concerning problems between Catering and Union Board--10:00 a.m.
- b. Meeting with Tom Wilson, Dolores Cassady, and Don Luse to discuss office procedures and how to change or improve--1:00 p.m.
- c. Begin to write personal goals and objectives for the job

Monday, July 12

Objective: Determine advisory role and responsibilities plus meet with other IMU Departments.

- a. Review Planning Sheet Procedure
- b. Form 5 procedure
- c. Program Evaluation procedure
- d. Union Board Handbook review
- e. Meet with Sue May to discuss Union Board and Meeting Rooms problems--2:30 p.m.

Tuesday, July 13

Objective: Discuss Union Board's programming goals plus meet with other IMU Departments.

Exercise 6.3

- a. Publicity of events
- b. Prior planning of events
- c. IMU and ACU-I philosophy of programming
- d. Meet with Frank Robinson, Don Luse, Tom Wilson, Dolores Cassady to discuss Union Board and Business Office problems--2:00 p.m.

Wednesday, July 14

Objective: Look at individual program areas and officer responsibilities.

- a. Read Officer evaluation reports
- b. Review program goals

Thursday, July 15

Objective: Write Union Board Staff goals and objectives.
Determine time table for all objectives.

Friday, July 16

Objective: Present Union Board Staff goals and objectives to Mr. Blackburn and Dr. Holland for their approval and comments.

Week of July 19-23

Objectives

- a. Keep officer appearance neat during Professional Development Workshop.
- b. Review Assistantship Orientation and have materials prepared that are required.
- c. Begin Union Board Handbook update. Index should be developed.
- d. Lead Wednesday morning staff meeting.
- e. Follow timetable established in Union Board Staff goals and objectives.
- f. Determine professional development objectives.

Exercise 6.3
Handout

Erb Memorial Union
Night Manager Position Vacancy
University of Oregon
Spring Term 1977

POSITION DESCRIPTION. Persons serving as Night Manager are responsible for representing the Union Director during the time that they are on duty in matters of building and employee supervision, building security, and departmental policy.

HOURS OF WORK. Each of the three Night Managers works between 24 and 30 hours per week. The Night Manager works at various time intervals from 4:30 PM to closing on week days and works on Saturdays and Sundays.

QUALIFICATIONS. The position is a Graduate Assistantship, thus graduate student status is required. Areas of academic concentration in the behavioral sciences, education or recreation are preferred. Knowledge of the operation and organization of a wide variety of student affairs and of the University are helpful. Applicants must be available to work through the academic year 1977-78.

At some point during the appointment, the successful applicant may be required to be in residence in the Erb Memorial Union.

AVAILABILITY. The successful applicant will be expected to begin work by March 14, 1977. It may also be required that the successful applicant be available to work during Summer Quarter 1977.

PAY RANGE. The pay range will be commensurate with the GTF salary range for the person's graduate status at .3 FTE. If the person is in residence in the EMU, a prerequisite charge of \$87.50 per month is deducted from the person's pay.

Night Managers report directly to the Director of the Erb Memorial Union. For purposes of daily supervision, scheduling, etc., the senior Night Manager is designated as the Head Night Manager.

Application forms are available in the Administrative Office of the Erb Memorial Union, M101, and may be turned in to that office when accompanied by a memorandum of application.

Application deadline is February 18, 1977.

The Erb Memorial Union is an equal opportunity/affirmative action employer.

Exercise 6.3

POSITION VACANCY ANNOUNCEMENT

FOODS SERVICE DIRECTOR

Erb Memorial Union
University of Oregon
Eugene, Oregon

Position Description: Total management responsibility for the Erb Memorial Union Food Service, including six separate cash operations and a catering service. Supervises 28 classified employees and a large number of student employees. Responsible for all personnel matters, purchasing, budget preparation, food and labor cost analysis, inventory control, production, menu planning, and marketing and merchandising the food service operations. Responsible for adherence to terms of two labor union contracts. Assisted by two food service supervisors. The Foods Service Director reports to the Director of the Erb Memorial Union. Actively participates on the management team for the entire operation of the Union.

Qualifications: Experience and Training--three years of progressively responsible experience in large-scale commercial or institutional food operation; and graduation from a four-year college with specialization in institution management, food and nutrition, or closely allied major course work; or a satisfactory equivalent combination of experience and training. It is essential that a candidate have the ability to manage a diverse, large-scale cash food operation, and skill in personnel management; have knowledge of and experience with cash sales operations; have knowledge and skill in menu planning and nutrition; have knowledge of catering and fine dining; have a knowledge of modern inventory control methods and recordkeeping as it applies to a cash sales operation; have ability to develop management practices and methods; and have knowledge in purchasing food, supplies and equipment. It is desirable that a candidate have knowledge and skill in marketing and merchandising techniques; ability to develop creative food ideas and new recipes; knowledge of food trends; and experience in dealing with labor union contracts.

Pay Range: State classified service, Foods Service Manager 2, range of \$15,012 to \$19,154.

Position Begins: Immediately

For additional information and application forms write or call:

Adell McMillan, Director
Erb Memorial Union
University of Oregon
Eugene, Oregon 97403
(503) 686-3705

The University of Oregon is an Equal Opportunity/Affirmative Action Employer

Exercise 6.3

Job Description

ASSOCIATE DIRECTOR
Erb Memorial Union
University of Oregon

Position: ASSOCIATE DIRECTOR of the Department of the Erb Memorial Union and Educational Activities

General Responsibilities: To assist in the administration and management of the Department of the Erb Memorial Union and Educational Activities. The Erb Memorial Union is an 180,000 square foot facility housing student government and union activity offices and program space, a recreation center, several food service units, meeting and conference facilities and numerous other services and programs, with a total departmental budget of \$2,100,000.00.

Specific Responsibilities:

1. Assist in the day-to-day administration of the Department, as a part of an administrative team.
2. Counsel and advise students in regard to program and policy, particularly interpretation of University and Department policy and regulations.
3. Assume the responsibilities of the Director in his/her absence.
4. Specifically responsible for administering the Department's personnel program including administration of the Department's Affirmative Action Unit Plan, staff development and in-service training programs.
5. Responsible for supervising the publications and advertising program of the Department, including editing the Red Tape Notebook, and other periodic publications, including brochures.
6. Serve as a consultant to EMU Board Committees as assigned.
7. Counsel and advise students in the area of student activities, particularly in matters relating to budget preparation and revision.
8. Serve on departmental and university committees as needed.

Exercise 6.3

9. Do staff and research work as assigned by the Director.
10. Assist in the annual preparation of the departmental budget, and periodic budget revisions.
11. Periodically teach courses in College Union Management or Programming (if qualified).

Educational
Requirements:

Master's degree required; field of specialization could be any of several including Recreation Management, Student Personnel Work, Higher Education, Social Science, Institutional Management or related fields.

Other
Qualifications:

Extensive professional experience in the program and/or administration of a college union, a student activities program or a comparable program or facility. Further qualifications include a commitment to the educational, cultural and recreational goals of the out-of-classroom experience, a demonstrated ability to relate to students and an ability to work in a team effort with other professional staff.

Rank and Salary:

The position carries academic rank, is a 12-month position and the salary range is from \$11,952-\$15,252.

Deadlines:

Applications will be accepted through March 31, 1975, and the successful applicant should plan on being available for appointment as of July 1, 1975.

Inquiry:

Interested applicants should address requests for applications to:

Ned Shafer, Chairperson
SEARCH COMMITTEE
Erb Memorial Union
University of Oregon
Eugene, Oregon 97403
(503) 686-4373 or 686-3705

Search
Committee:

All applications will be screened by a student-staff search committee.

The University of Oregon is an Equal Opportunity/
Affirmative Action Employer.

Exercise 6.3
Handout

THE TEXAS UNION
THE UNIVERSITY OF TEXAS AT AUSTIN

Full Information for Applicants for the Position of Program Advisor

In general terms, the person filling the position of Program Advisor at the Texas Union will have three major areas of responsibility: (1) Advisor to two student programming groups, Afro-American Culture Committee and Mexican American Culture Committee; (2) Coordinator of the Texas Union Informal Class Program (3) Special staff responsibilities as needed and assigned. The following information is provided to clarify the position for interested applicants:

I. Advisor to Afro-American Culture Committee and Mexican American Culture Committee

A. Description of Committees' Programming Areas. The following is a general description of the programming responsibilities of the Afro-American Culture Committee and the Mexican American Culture Committee.

1. Afro-American Culture Committee. The Afro-American Culture Committee will offer a variety of programs and activities reflective of Afro-American Culture in the following areas: informal receptions for black students and faculty, speakers, films, exhibits, performing musical groups, sandwich seminars, forums on various political and educational issues, as well as other special events. Its primary concern will be in reaching the University's black students who are its primary constituency. These programs will also be of social and educational benefit to the general University community. The AACC is also responsible for the general supervision of the Texas Cultures Room and for offering programs in the room which represent all viewpoints and philosophies of Afro-American Culture. Since the scope of this committee is quite broad, joint programming with other Union committees should be done in all feasible instances.
2. Mexican American Culture Committee. The Mexican American Culture Committee will offer diverse programs and activities important to and reflective of Mexican American Culture in the following general areas: the performing and visual arts, speakers series, literature, politics and education. It will have as a primary concern reaching University Mexican American students who are its main constituency, in all programming areas. Additionally, the Committee will share with the University community the Mexican American heritage by encouraging attendance at its programs through the publicity utilized. Joint programming with other Texas Union committees will also help in this regard.

B. Responsibilities as Advisor to the Afro-American and Mexican American Culture Committees. In addition to the specific responsibility of assisting chairmen of the Afro-American and Mexican American

Exercise 6.3

Culture Committees and their committee members with the planning and production of their designated area of programming, the Program Advisor for these two groups will have an interest in related aspects of this primary function:

1. Identifying and Developing Resources. Because of the particular nature of these two committees, the staff member will serve as essential function as a source of programming ideas and information. The staff member is expected to seek out both human and material resources that will be of interest and value to the committees.
2. Concern with the Orientation and Training of the Student Chairmen and Committee Members. The staff member will be particularly sensitive to the special needs for information and training of the student chairmen and members. A focus on both programming content and the process and procedure for programming are vital concerns.
3. Concern with Committee Functioning. The staff member should work closely with the chairmen to solve problems of committee management or process-related concerns which affect the chairman's ability to work well with his/her committee members or members of the Texas Union Program Council.
4. Concern with Joint or Cooperative Programming. The staff member will encourage and facilitate cooperative programming with other Texas Union committees as well as other campus or community agencies which seem appropriate.

II. Coordinator of the Texas Union Informal Class Program.

- A. Description of the Program. Initiated as part of the Summer 1971 program of activities, the Informal Class Program was designed to provide students with opportunities for enjoyment and self-development in specialized areas of interest. The original program consisted of eight class offerings. At the present time over 75 separate courses are available, each semester (fall, spring, summer). The Informal Class Program is a staff program function.
- B. Responsibilities of the Coordinator of the Informal Class Program. The following general duties are the responsibility of the Program Advisor in his/her role as coordinator of the informal classes:
 1. To oversee the general direction and growth of the Informal Class Program. Included would be seeking input and selecting new class offerings, discontinuing courses, seeking new possibilities, ideas, and formats for the Program (e.g., academic credit, collaboration with other agencies, etc.)

Exercise 6.3

2. To coordinate the administration of the Informal Class Program. Included would be concern for the organization of the program, development of effective business systems, to administer the registration process, payment of instructors, financial records, etc.
3. To oversee the general publicity and promotion of the Informal Class Program. Included would be the Informal Class brochure, flier, Daily Texan advertising, community and campus contacts for promotion, etc.
4. To negotiate with instructors concerning course content, salaries, the Texas Union's expectations, and instructors' performances. When necessary, the program advisor would be responsible for removing an instructor who proved incompetent or unsatisfactory.
5. To maintain an awareness of programs of a similar nature, both in Austin and elsewhere in the country.

III. Special Staff Responsibilities. Each Texas Union program staff member is expected to assume special duties and responsibilities as needs arise. It is anticipated that the Union's programming functions will be accelerated and staff responsibilities will increase as a current remodeling and building expansion program are completed. In addition to the functions described, the Program Advisor is also expected to fulfill the following general expectations.

- A. Concern with the quality of experience for committee chairmen and committee members.
- B. Involvement in Texas Union Program Council activities or discussions which affect individual chairmen or have a bearing on the direction of the program (i.e., Union Week, TUPC meetings, budgetary discussions, chairmanship interviews, orientation of new chairmen, etc.)
- C. Continuously involved with fellow program staff members in attempts to improve the quality of the overall program, to provide joint problem-solving, shared resources, etc.
- D. Maintains an interest and involvement in matters which affect the Texas Union as a whole.
- E. On occasion, represents the Texas Union Program as a resource person or consultant, both on and off campus.
- F. Involved in professional pursuits which better qualify and enable him/her to perform more effectively.

Exercise 6.3

Handout

TEXAS UNION PROGRAM STAFF

General Orientation

In order to enable new members of the Texas Union Program Staff to acquire the information they need at their own pace, it seems helpful to outline those content areas which should be covered in an orientation program and note the staff members or students who might serve as resource persons.

Because the final determination of program staff assignment has not been completed for the 1976-77 academic year, the orientation program will likely be revised during the course of the summer. In light of Teresa's schedule it seems appropriate to divided the formal orientation program into "Short-term" (Week of July 26) and "Long-term" (after August 1) periods.

The following summary of areas of information represents an initial draft of ideas since [] will have her own listing of information she would like to receive and we will think of additional items as we get into other discussions.

SHORT-TERM ORIENTATION (Week of July 26)Suggested Content AreasResource Person

Some General Observations. The transition from student to staff member; some special issues which affect a program advisor; the nature of the first year, etc.

Teresa

The Program Process. Planning a program from the idea to completion.

Teresa

The Chicano Culture Committee. History of the committee, traditional programming areas and projected plans, resource persons and materials, the Culture Room (establishment, purpose, organization, and use), etc.

Teresa

University of Texas Resources. Campus facilities, personnel, reserving facilities, food and beverage orders, etc.

Teresa

Collaborative Programming with Other Agencies. General guidelines for cosponsorship, a procedure for joint programming, some advantages and disadvantages, how to organize for cosponsorship, etc.

Teresa

Individual Committee Budgets and Financial Record-Keeping. Review of the 1975-76 budget for committees and explanation of the procedure for formulating the 1976-77 budget, discussion of process for keeping accurate financial records.

Teresa

Ticket Procedures as They Relate to Committee Programming. General guidelines for selling tickets, procedure for ordering tickets, ticket = cash, on and off-campus sales, etc.

Teresa

Exercise 6.3

Texas Tavern. Staff, programming policies and procedures, food and beverage orders.

Teresa

LONG-TERM ORIENTATION (After August 1)

Suggested Content Areas

Resource Person

General Orientation to the Texas Union Program Staff.
Roles and expectations of a Program Advisor, the student-staff "partnership," the organization of the Union Program, etc.

Susan

General Orientation to College Unions and ACU-I, The Texas Union. The Texas Union organization, history, role of the Board of Directors, overall budget, building program, staffing, future directions relationship to the Division of Student, etc.

Susan, Shirley
Gary, Program
Staff Members

The Texas Union Program Council. Orientation program for the 1976-77 TUPC, review of the spring training sessions, plans for the fall retreat, role of the TUPC, etc.

Susan, B. J.,
Program Staff
Members

Program Staff Goals/Roles and Functions of a Program Advisor. Plans for 1976-77, personal discussion of the role of a staff advisor.

All Program
Staff Members

Specialized Areas of the Texas Union Program.

Informal Classes	Jean
Ideas and Issues	Teresa/Hal
Theatre	Hal
Fine Arts	Charles
UT Interaction	Susan
American Experience	Teresa/Charles
SOTA	Charles
The Texas Tavern	Hal
Graduate Student Programs	Susan
Musical Events	Hal/Charles
CEC	Doreen
Afro-American Culture	Charles
Recreation	Charles

Publicity and Promotion. Methods of publicity, measuring effectiveness, costs, Program Event Forms, Composite Daily Texan ads, the biweekly calendar of Union events, etc.

Scott

Program Office Routines. Tour of the Program Office, equipment, supplies, mailboxes, procedures for xeroxing/multilithing, staff responsibilities, etc-

Laine, Ann,
Helen

Exercise 6.3

Copy Center. Capabilities, equipment deadlines procedure for ordering materials, etc.

Laine, Ruby

Business Office Routines. Scheduling equipment, meeting rooms, staffing assignments, etc.

Laine, Paula

Program Office Forms.

Hal

TRAINING PROGRAM DEVELOPMENT

Within the overall training effort exists the important dimensions of the actual development of training programs. While the first section of this manual considered this topic at length, there are several group exercise methods which can assist a planning group as it approaches the formulation of training for its members. In a sense, these strategies are a means of implementing much of the theory outlined earlier. They suggest ways of identifying needs, structuring programs, training the trainers, and including specific interest sessions. They focus not so much on the content of the training program as on the process of implementing training.

Training Program Development

7.1

AN APPROACH TO PLANNING A TRAINING PROGRAM

Goals:

1. To share the overall goals, objectives and methods of implementing a training program.
2. To demonstrate a process for planning that is transferrable to other situations.
3. To instill a responsibility for training staff, students as well as the members of a committee.

Physical Setting:

Group should be together in a large room.

Materials:

Art pad sheets with discussion outline and points to be emphasized. Extensive handout with multiple samples of materials related to training.

Procedure:

1. General Overview of Session. Introduce format and parameters of discussion. Indicate that session will focus on the process as well as the content of training.
2. Outline Some Basic Assumptions for the Training Program.
 - A. The college union has a vital responsibility for training and development of students.
 - B. Training is a continuous process, both formal and informal.

TIME REQUIRED

- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited

Exercise 7.1

- C. Training is both a preventative and problem-solving technique.
- D. Program staff have a significant role in the training process.
- E. Training should focus on what chairmen need to know to do their job.
- F. Training should be viewed as a total/comprehensive calendar unit.
- G. Training should be extended to the committee member.

Staff	Staff	Committee Chrmn	Member	Campus
-------	-------	-----------------	--------	--------

3. WHO? The Human Components of a Training Program. Who has the responsibility for training? Who is trained? Who conducts the program?
4. WHY? The Goals of a Training and Development Program. What are the purposes and desired outcomes of a training program?
5. WHAT? The Content of a Training Program. What do student chairman and committee members need to know? How to assess the needs for training. A summary of some content and process concerns in the union/student activities program.
6. WHEN? The Timing, Chronology and Emphasis of a Training Program. What needs to be taught when, in what order, and to what extent?
7. HOW? The Methodology for Training. What are the most effective means for relaying needed information.
8. HOW WELL? The Evaluation of the Training Effort. How to determine the success of the training program. What are some indicators of success?
9. Summary and Relationship of Planning Process to Training the Committee Member and Other Programming Situations.

Source of Exercise:

Shirley Bird Perry
 Susan Clagett
 Corky Hilliard
 Association of College Unions-International Conference, 1975

SPECIAL NOTE: It is suggested that handouts of sample training programs be used in the course of the process of this exercise. The leader should review the above steps with the participants. Sample training program exercises suitable for handouts are included in this manual in Appendix A⁵.

Training Program Development

DESIGNING A TRAINING PROGRAM

7.2

Goals:

1. To sensitize chairpersons to the importance of training committee members.
2. To assist chairpersons in determining the information and resources needed by committee members to perform their roles.
3. To respond to individual concerns relating to the training of committee members.
4. To generate methods or plans to follow in training committee members.

Physical Setting:

Opening and closing sessions in large group. For written exercise break down group into four groups of four with mix of chairpersons and advisors.

Materials:

Exercise forms plus art pad and pens to record group ideas/suggestions.

Procedure:

1. 10 Minutes: Introduce Concept of Training. As an introduction to the exercise, have general group focus on the subject of training and the responsibility of the chairperson in training the committee member. Ask question: "Does the chairperson have a responsibility for training the member?" If so, "Why?" Try to establish shared values/goals for training so this is an expected function for each chairperson. Spend some time talking about the cycle/process of training so that chairpersons can see the importance of their role in relaying needed information to members.

TIME REQUIRED

- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited

Exercise 7.2

2. 10 Minutes: Individually Complete Exercise. Introduce written exercises by explaining that it is important to identify the content areas/subjects that should be covered in training members. This instrument is a means of drawing up profile of content areas that they can contribute to as a group. First, chairpersons are asked to quickly suggest topics for training in each category listed on the front and back of the form.
3. 20 Minutes: Small Groups Discuss and Add Suggestions to Exercise Form. As a group, each cluster should work jointly on the form by adding/expanding/refining suggestions to each category. This is a chance to broaden the list of possibilities. The group should work briskly so that they can get through each category.
4. 20 Minutes: General Discussion of Group Listings. A spokesperson from one of the groups will be asked to outline the suggestions of his/her group for the first category of the exercise. Other groups can offer suggestions that were not mentioned in the reporting. Then, a spokesperson from another group will be asked to report on his/her group's treatment of the second category and so on. This should move quickly so that the reporting back to the total group does not get boring and repetitious. Also have groups suggest people and written resources that would be available to assist chairpersons in conveying the information listed.
5. 15 Minutes: General Group Discussion of the "When" and "How" of Training. Lead the discussion which is an extension of what has already taken place in the exercise. Such questions as: Why should training take place? What is the best setting for training? Is sequence important? can be asked. An important purpose of this discussion is to let everyone see the many possibilities/options available and to let chairpersons know how they can translate the information on content into a workable training program. Give out handout on suggested inclusion for a handbook/notebook for committee members.

Source of Exercise:

Maggie Hernandez
 Susan Clagett
 The University of Texas at Austin

Designing a Training Program

Information Required

Resources

A. COLLEGE UNIONS

B. YOUR COLLEGE OR UNIVERSITY

C. YOUR COLLEGE UNION

Information Required

Resources

D. THE PROGRAM COUNCIL OR BOARD OF DIRECTORS

E. THE PROGRAM OFFICE

F. YOUR COMMITTEE

Exercise 7.2

The Texas Union Program Council

Fall, 1976 Retreat

Possible Inclusions for a Committee Member's HandbookGeneral Information: The University of Texas

1. The Regents' Rules Pertaining to the Texas Union
2. UT Austin Organizational Chart
3. Division of Student Affairs Organizational Chart

General Information: The Texas Union

1. Texas Union Program Organization Chart
2. Historical Summary of the Texas Union
3. Roster of Texas Union Program Council Members
4. List of Texas Union Program Staff and Their Areas of Responsibility
5. Copy or Excerpt from the Texas Union Program Guidelines
6. List of Functions of the TUPC from Spring, 1976 Retreat

Committee Information

1. Summary of Committee Program Areas
2. Guidelines for Setting up Programs Sponsored by the Committee
3. Roster of Committee Members
4. Committee Goals Formulated by Chairperson for 1976-77
5. List of Important Committee Resources
6. Explanation of Charging Procedures and Sample Charge Authorization
7. Copy of Equipment Available at Texas Union for Use by Committees

Publicity

1. List of Deadline Dates for TUPC Calendar for 1976-77
2. Sample of Correctly Completed Program Event Form
3. Information on Ordering Posters from the Copy Center
4. Regulations for Posting Signs on Campus
5. Sample Brochures/Past Publicity of Committee and General Program Publicity

Training Program Development

7.3

DEVELOPING AN INVENTORY OF TRAINING NEEDS

Goals:

1. To develop individualized content for a training program.
2. To acquaint chairpersons with the components of a training program.
3. To suggest an ordered approach for presenting information.
4. To isolate resource (human and material) for assistance in training.
5. To provide for consultation with others.

Physical Setting:

Large room with space for small groups to work.

Materials:

Individual copies of "An Inventory of Training Needs."
Pencils.

Procedures:

1. 10 Minutes. Introduce exercise and review the value and purpose of training.
2. 20 Minutes. Divide into small groups so each chairperson is with his/her advisor. As a group, chairs and advisors are instructed to fill in ideas for needed areas of training under each general category on the inventory sheet. The group can add as many as desired, and the ideas can be specific or general.

TIME REQUIRED

- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited

Exercise 7.3

3. 20 Minutes. Each group is asked to combine with another group to compare inventories and to jointly extend the list of content areas for training.
4. 15 Minutes. General group discussion reporting the experience of working with a common interest group and then joining another group. Generate sample ideas and discuss value of ideas generated.
5. 10 Minutes. Have original groups reform and quickly check the proper time periods during which training would be needed in the listed areas and also list resources that would be of help in each category.
6. 6 Minutes. Wrap-up discussion and comment on value of effort and where-to-go-from-here with the information generated. Participants will have developed the need for a comprehensive training program through completion of the "Inventory of Training Needs."

NOTE: This exercise can be conducted with representatives from differing institutions as long as there is care to mix students and staff from the same schools together. This provides a common frame of reference for completing the exercise and makes the time invested useful in the "back home" setting.

Source of Exercise:

Susan Clagett
The University of Texas at Austin

Region 12
Association of College Unions-International

An Inventory of Training Needs

Description of Knowledge or Skills Required	Approximate Time when Information Is Needed			Human and Material Resources
	Immediate (Spring)	Intermediate (Summer)	Long-term (Fall)	

A. GENERAL BACKGROUND AND INFORMATION ON COLLEGE UNIONS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

B. INFORMATION ON YOUR COLLEGE OR UNIVERSITY

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

C. INFORMATION ON YOUR COLLEGE UNION OR CENTER

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Description of Knowledge or Skills Required	Approximate Time when Information Is Needed			Human and Material Resources
	Immediate (Spring)	Intermediate (Summer)	Long-term (Fall)	
D. PROGRAM CONTENT INFORMATION				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
E. PROCESS CONCERNS				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
F. HOW-TO-DO-IT INFORMATION				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

228

Training Program Development

TRAINING IN TURN

7.4

Goals:

1. To encourage student chairpersons to plan to train the members of their group.
2. To provide chairpersons with the necessary tools and techniques for training.
3. To consider needs for general information sharing as well as specifics.
4. To experience the planning process.
5. To expose chairpersons to staff members and students who can provide assistance.
6. To develop a specialized training program for each committee.

Physical Setting:

An area to accommodate a general discussion of the total group with moveable furniture to permit small groupings to form for discussion.

Materials:

Art pad sheets with posted goals for session.
List of questions for staff members.
Art pad sheets and felt pens for each person to use in small group work.

Procedures:

1. 5 Minutes: Introduction of Exercise. Brief introduction of the focus of the exercise. Mention that any orientation and training program requires

TIME REQUIRED

- o 30 minutes
- o 1 hour
- 1½ hour
- o 2 hours or more

TYPE OF GROUP

- o Student
- Student/Staff
- o Staff
- o Ongoing
- o Short-term

GROUP SIZE

- o 10 or less
- 10-20
- o 20-50
- o 50-100
- o Unlimited

Exercise 7.4

special planning and committee members do not have to learn by the "sink-or-swim" method. Note that chairpersons are the best resource since they are most familiar with the type of information needed by their members. Also stress that any training program needs to be tailor-made for each committee even though there are general information needs shared by all.

2. 30 Minutes: General Discussion with Staff Advisors. Chairpersons will be arranged in small groups with their staff advisor. Their task is to develop an orientation or training program for their particular committee, considering their members' needs for both general and specific information. The staff member will guide the discussion utilizing a list of prepared questions designed to involve chairpersons to formulate a training program for their members based on their needs. The staff advisor should see that the following topics are discussed: goals of a training program, content areas to be covered, types of formats to be used, and if time permits, timing and sequence of sessions, and the human and material resources available to the chairperson in planning and conducting a training session. The chairperson should record this information for reporting back to the total group and for later reference in planning.
3. 30 Minutes: Specific Discussion with Staff Advisors. Keeping the same group, the advisor and chairpersons shift the discussion to the specialized information needed by committee members to function effectively. The chairperson will keep written records of the discussion.
4. 20 Minutes: Report to General Group: Each of the small groups will report back in general session outlining goals for training and content areas. Other information of interest can also be included.
5. 5 Minutes: Wrap-up. The flow of the session determines the exact nature of the wrap-up. It is important to mention that the next step is to implement training programs discussed. Copies of questions given to advisors are distributed. The outcome of the session should be a basic plan of action for training committee members.

Source of Exercise:

Susan Claggett
The University of Texas at Austin

Exercise 7.4

Training in Turn: Discussion Questions for the Staff Advisor

1. The Responsibility for Training. Do you feel it is your responsibility to provide special training for your committee members? If so, why?
2. Goals of a Training/Orientation Session. What would you hope to accomplish through a training or orientation program for committee members? (Or what are your reasons for having a training program? What are the values of training?)
3. Content of a Training/Orientation Session.
 - a. Previous Experience and Needs for Information. Considering your past experience as a committee member, what types of information would you have found helpful at the beginning of the school year?
 - b. Utilizing Present Knowledge. Considering the information and knowledge you have gained as a student leader since your selection, what do you feel would be important to share with the members of your committee?
 - c. Specific Needs of Committee. In light of the goals and plans you have for your committee for the coming year, what information do you feel your members need in order to function effectively as a group.
 - d. Preparing Future Leaders. Assuming the next chairperson of your committee will come from the present group, what would you like to pass along to that person so that he/she will be better prepared than you were to take on that responsibility.
4. Format for a Training/Orientation Session. What type of program format would best suit your committee considering your goals and the type of information that you want to convey? (Sample: all-day Saturday session, evening dinner meeting/work session combination, series of two-hour sessions combining meeting and orientation, etc.)
5. Developing a Program for a Training/Orientation Session.
 - a. Sequence. What should be the order of the sessions? What should come first; what next, and what should be at the end?
 - b. Transition. What links one session to the next? Does the transition make sense to others? Does the program go from specific to general or general to specific, and which seems more logical?
 - c. Timing. How should different topics be weighted in terms of the length of sessions?
6. How to Implement the Program Plan
 - a. Exercises Techniques/Approaches. What types of exercises might be used to convey the content material. Which approach would be most effective for each topic?
 - b. Resources. What are the human and material resources available to the chairperson in conducting the program? Where can he/she turn for help. In what cases are guests or consultants helpful. What handouts or written materials would be of value to the committee members?

Training Program Development

CONTRACTING

7.5

Goals:

1. To provide information and consultation in the area of contracting.
2. To explore the components of the process of contracting with participants in an organization.
3. To suggest some formats for implementation of the contracting procedure in the training program.

Physical Setting:

This exercise is best accomplished in a very small-group discussion setting. It is often a part of a training program during which there is a "round robin" series of special interest topics being discussed.

Materials:

No special materials are required.

Procedure:

1. Discuss the concept of contracting as it relates to forming an "agreement" between the organization and the chairperson's committee and committee members, etc.
2. Discuss the need for clarity in description and understanding of each position.
3. Discuss the elements of the contracts:

TIME REQUIRED

- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited

Exercise 7.5**A. Expectations.**

- (1) Time commitment
- (2) Development of goals
- (3) Attendance at meetings
- (4) Priority of interest
- (5) Serve as representative of the group to channel suggestions, feedback, etc.
- (6) Program responsibility--fulfilling goals, etc.
- (7) Level of involvement

B. Responsibilities

- (1) For the leader--making decision, coordinating a group
- (2) Accountability to committee members, peers
- (3) Resources and fiscal responsibility
- (4) Evaluation and feedback
- (5) Planning and carrying out objectives of the program

C. Rewards and Privileges

- (1) Any complimentary ticket, passes, discounts
- (2) Financial remuneration (if any)
- (3) Personal reward--opportunity to serve, learn, experience, grow, and develop

D. Breach and Procedure for Removal--Importance to establishing and how to implement.**Source of Exercise:**

Hal Weiner
The University of Texas at Austin

ENDING THE TRAINING EXPERIENCE

No one who has assumed responsibility for conducting a training session has avoided the dilemma of deciding the best method for bringing closure to the experience. Many humorous moments have been shared by trainers as they shared personal recollections of the panic they have felt as they neared the end of a program and realized they had not carefully considered how to end it appropriately. Just as the introduction of the training program is critical to the overall success, the ending must be compatible with what has preceded it. This is not to say that there should be some complex or innovative exercise necessarily, but the sensitive trainer should carefully attend to tying up any "loose ends" from previous discussions and insuring that, insofar as possible, each participant has received a complete response to concerns and questions. The accomplishment of this goal is most difficult; and because people are often exhausted and attention spans are short by the end of the training sessions, the final session is easily the most neglected.

Often these sessions can be informal with questions from the group and general discussion. Sometimes there can be opportunities for personal or group expression. Always they should afford some chance for evaluation and reflection of the entire training experience. It is particularly important to go back to where the training session started--to reconsider original goals, content areas, and process concerns. By bringing participants' attention back to the discussions of the first session of the program, it is possible to provide greater perspective and rationale for the content included in the training sessions. This process is important for a concentrated seminar experience or for training that occurs throughout a year.

The final session provides for all training groups the point from which they can "leap" into the realities involved in accomplishing their purpose.

Closing The Training Experience

THE WRAP-UP

8.1

Goals:

1. To assess the workshop in terms of the goals, organization and process concerns established in the "Overview."
2. To allow participants an opportunity to personally evaluate the workshop experience.
3. To provide closure to the workshop program.

Physical Setting:

Workshop participants should meet in general session. The arrangement of the room should be the same as it has been for recent preceding sessions. NOTE: In light of the arrangement of the room at the outset of the training program, it might be interesting to notice and perhaps comment on the physical appearance of the room, the posture of the participants, etc.

Materials:

Chalkboard.

Art pad, easel.

Table lecturn.

Art pad sheets with goals of seminar, etc. that were used or suggested for use during the Overview session, Exercise 1.1

Procedure:

Although the "Wrap-up" is primarily a lecturette as is the "Overview," it should be informal and conversational in tone. In almost all cases, the

TIME REQUIRED

- 30 minutes
- 1 hour
- 1½ hour
- 2 hours or more

TYPE OF GROUP

- Student
- Student/Staff
- Staff
- Ongoing
- Short-term

GROUP SIZE

- 10 or less
- 10-20
- 20-50
- 50-100
- Unlimited

Exercise 8.1

person that presents the "Overview" should be the same person that conducts the "Wrap-up." This continuity is important because of the close tie-in between the two sessions in terms of "before" and "after" content. This is true also because the individual who keynoted the workshop represents a unifying and centralizing force in the seminar setting.

1. Review Interest Inventories Contributed by Current Workshop Participants. Review the summary list in terms of Interest Inventories of what was and what was not covered during the workshop. How might some of the "missed" areas be handled by the participants themselves in their back-home situation? Did different areas take on more or less importance as a result of the workshop? Did this weighting have an effect on what was and was not included in the curriculum?
2. Review Workshop Goals Generated by the Planning Group. This list of goals should be reviewed item by item since it represents a statement of purpose for the workshop by the planners. It is important to recognize how goals were successfully met and why other goals were not fulfilled. There is a great deal of learning to be gained from seeing a goal successfully translated into the action situation of the workshop.
3. Review of the Workshop Organizational Plan. The organizational blocs of the workshop should be reviewed in terms of clarity, logical sequential flow of the program, etc.
4. Review of Process Concerns. Since the list of ground rules of process concerns was derived by the entire group, a check-in to determine if the "rules" were realistic, comprehensive, accepted, enforced, inhibiting, etc. is of value. It would also be helpful to know if additions were made to the list during the workshop, or if there are items not on the list that should have been included now that participants have completed the workshop.
5. Informal and Formal Evaluation of the Workshop Program and Experience. The preceding questions constitute an initial informal evaluation of the workshop. Participants should be asked to comment on their view of the program. What were the strong points of the seminar? What areas could be improved? If the program were to be offered again, what changes would they suggest? Such a discussion at the end of the workshop can be helpful to the program planners, but it can also serve to provide a form of closure to the workshop and establish a sense of community for the participants. A formal written evaluation can be structured to elicit specific information re the individual program sessions.
6. Final Summary and Expression of Appreciation. On behalf of the workshop presenters, the leader should extend appreciation to the host coordinator, the host institution, etc., and the participants. Any other appropriate words of thanks should be offered as the program is concluded.

Source of Exercise:

There are numerous materials in the form of readings, bibliographies, and other resources which are of invaluable use to the college union/student activities programmer. Included in this section are a variety of such papers collected and submitted by colleagues in the field.

Resources and Reading

A SELECTED BIBLIOGRAPHY ON GENERAL RESOURCES ON TRAINING PROGRAMS

Pfeiffer, J. William, and Jones, John E., eds. The Annual Handbook for Group Facilitators, 1972-1980 (8 vols.). Printed in a choice of reproducible looseleaf notebooks or paperbound books, these volumes are indispensable as resources for planning training programs. Each volume contains different material, with categories on structured experiences, questionnaires and inventories, lectures on a wide range of development topics, theories of organization development, and a section on further resources--films, bibliographies, videotapes, etc.

Pfeiffer, J. William, and Jones, John Ed., eds. A Handbook of Structured Experiences for Human Relations Training, vols. I-VII. An outstanding collection of structured experiences--designs for experienced-based learning--to engage participants in group activities designed to make learning relevant and practical. The complete set comes with a reference guide.

NOTE: The above can be purchased from University Associates, Publishers and Consultants, 8517 Production Avenue, San Diego, CA 92121. Since the materials can be used by people in a wide variety of fields--organizational behavior, management, psychology, education, student personnel, sociology, etc.--why not convince your college library to order a complete set?

Publications available free of charge from the National Center for Service-Learning, ACTION, 806 Connecticut Avenue, NW, Room 1106, Washington, D.C. 20525:

Training Student Volunteers (1973, 103 pp.). Designed to help leaders of student volunteer programs conduct training sessions. Starts with a discussion of assessing training needs, establishing objectives for training, and completing training designs. Then focuses on methods and practices for conducting training events and for evaluating them. An appendix includes extensive comments on the art of training and the use of trainers, as well as an annotated bibliography.

Planning by Objectives (1974, 70 pp.). An explanation of a system of planning by objectives (PBO) that educators may use to plan and implement service-learning programs. Shows how to state goals and plan activities to achieve them. Individual sections deal with each of four interrelated elements: purpose, long-term objectives, short-term objectives and planning details.

The Service-Learning Educator: A Guide to Program Management (1979, 110 pp.). Written for educators who manage college service-learning programs. Analyzes the functions of a service-learning program and provides ideas and resources to use in carrying out these functions. Includes tools and techniques for assessing community needs, developing strong service projects, and helping students identify learning objectives.

References on theory of group processes:

- Bormann, Ernest. G. Discussion and Group Methods: Theory and Practice. Harper & Row, 1969. 388 pp. A text which incorporates the foundations and modern theories of small-group communication, with two chapters on applications of theory. Each chapter lists additional resources in an annotated bibliography and offers ideas for exercises which demonstrate theory.
- Maier, N. R. F. Principles of Human Relations: Applications to Management. John Wiley & Sons, 1952. 456 pp. A basic textbook on human relations, drawing upon theory of social psychology and group dynamics. Includes chapters on role playing and case studies, with in-depth analyses of problem situations.
- Miles, Matthew B. Learning to Work in Groups. New York: Teachers College Press, 1970. A good overall analysis of groups, with information on many aspects of training. Provides a good understanding of how groups function.

References on methodology of group processes:

- Bergevin, Paul; Morris, Dwight; Smith, Robert. Adult Education Procedures: A Handbook of Tested Patterns for Effective Participation. Greenwich, Conn.: The Seabury Press, 1963. 245 pp. An elementary guide on organizing workshops. Has chapters on group discussion and observation, use of case histories, "check lists" for planning and evaluating, suggestions on further resources.
- Kolb, David A.; Rubin, Irwin, and McIntyre, James. Organizational Psychology and Experiential Approach. Englewood Cliffs, N.J.: Prentice-Hall, 1971. 358 pp. A manual of exercises that demonstrate principles of organizational behavior, with instructions for trainers.
- Maier, N. R. F. Supervisory and Executive Development: A Manual for Role Playing. New York; John Wiley & Sons, 1964. 320 pp. Has an introductory chapter on the whys and hows of role playing, plus twenty case studies for workshop use, with discussion questions for trainers. Cases emphasize management dilemmas in business, but are adaptable. Integrates the use of the case method with role playing.

Source: Shirley Plakidas

A SELECTED BIBLIOGRAPHY ON VOLUNTEERISM

Cull, John G., & Hardy, Richard. Volunteerism: An Emerging Profession. Charles C. Thomas, Publisher, 1974. 192 pp. A compilation of essays on volunteers, with emphasis on social service. Chapter by Harriet Naylor on "Supervising the Volunteer" has applicability for program advisors.

Manser, Gordon, and Cass, Rosemary H. Volunteerism at the Crossroads. Family Service Association of America, 1976. 254 pp. Focus on service-oriented and issue-advocacy volunteers. Chapters on external and internal forces which effect volunteer agencies. Covers concerns and issues, such as accountability, decision making, future of volunteerism.

Naylor, Harriet. Volunteers Today: Finding, Training and Working with Them.* National Board of YMCA, 1967. 184 pp. Very readable, with practical advice that is highly applicable to Union work. Covers a broad range of topics, from volunteer-staff relationships to training objectives.

Wilson, Marlene. The Effective Management of Volunteer Programs.* Volunteer Management Associates, Boulder, 1977. 197 pp. Another readable book with applicability to Union work. Emphasis on the importance of the individual volunteer. Philosophy and methodologies of training and motivation.

One of the most rewarding types of "training sessions" on the issue of volunteerism is one which allows staff people the chance to share frustrations about working with volunteers in order to (a) discover that everyone who works with volunteers has many of the same frustrations, and (b) simply have the chance to blow it off a bit! So frequently people who work with volunteers feel a sense of failure when things don't go according to plans. And since each staff-student relationship, on an individual basis, is a unique relationship, there just aren't any easy solutions or panaceas to the problems that arise. One of the main values of a weekly staff meeting is the chance for the staff to be alone and share the Frustrations-of-the-Week. (It has been said that a sense of humor is the number 1 prerequisite to success in our field!) In addition to rap sessions, a format which provides a little more structure for discussion is the agree-disagree list of statements. It is interesting to observe the different responses from staff and students to these statements.

The Annotated Bibliography of the College Union lists several articles by Union professionals on the topic of volunteers, including thoughts on recruiting and retention. These would certainly be worth perusal by anyone who has access to the articles in past conference Proceedings.

*Especially recommended.

Source: Shirley Plakidas

SELECTED BIBLIOGRAPHY ON THE CASE METHOD

- Andrew, Kenneth. The Case Method of Teaching Human Relations and Administration. Boston: Harvard University Press, 1953. 268 pp. A collection of papers by Harvard faculty on teaching and learning by the case method, with samples of case studies in management. Wide applicability.
- Craig, Robert L. and Bittel, Lester B. (eds.). Training and Development Handbook. New York: McGraw-Hill, 1967. A comprehensive book of readings on training and development, with a chapter on the case method.
- Maier, N. R. F. Supervisory and Executive Development: A Manual for Role Playing. See description in bibliography on process observation.
- McNair, Malcolm P., and Hersum, Anita. The Case Method at the Harvard Business School. New York: McGraw-Hill, 1954. 290 pp. Another collection of essays and papers by Harvard faculty on the use of the case method, with emphasis on its value for classroom or workshop teaching. Includes material on writing one's own cases. Emphasizes the importance of individual participation in training and learning processes.
- Stenzel, Anne K., and Feeney, Helen M. Learning by the Case Method: Practical Approaches for Community Leaders. The Seabury Press, 1970. 128 pp. (A supplement to Volunteer Training and Development: A Manual for Community Groups, written by same authors.) A readable manual on the whys and hows of using case studies in workshops, including samples and guidelines on designing your own.

Some Informal Notes on the Case Method

The bibliography on the case method represents material that may be most useful to Unionites who are trying to design their own case studies or adapting case studies from other areas, such as the management field. All of the references contain additional bibliographies for those who would want to delve deeper into the topic.

The books listed contain numerous samples of case studies. Nearly all of the authors advocate the use of the case method as an excellent educational device. They emphasize the importance of individual participation in the learning process as being vastly superior to nonparticipative types of presentations, such as lectures or panel discussions. The Maier manual is particularly adaptable because it integrates case studies with role playing, allowing participants both the experience of being involved in group decision making as well as the experience of assuming behaviors and attitudes of other persons.

The Annotated Bibliography of the College Union, Vols. 1, 2, and 3, list several references on problem solving and the case study method. Some of these sources, mostly found in the Proceedings of annual conferences, give samples of case studies

designed by other Union professionals. If back copies of the Proceedings are not readily available to trainers, they can be obtained from the Microfiche Collection of the ACU-I at a nominal fee. A Case Study Handbook is also available through the Microfiche Collection.

Source: Shirley Plakidas

SUGGESTED GUIDELINES FOR STUDENTS SEEKING ACADEMIC CREDIT

FOR VOLUNTEER WORK IN THE UNION

- I. Introduction. In the past several years, several students working in conjunction with LSU Union committees have received academic credit for their voluntary contributions. This practice is in keeping with the role of the college union as endorsed by the Association of College Unions-International, whose statement of purpose includes the following:

" . . . The union is part of the educational program of the college. . . . it serves as a laboratory of citizenship, training students in social responsibility and for leadership in our democracy. Through its various boards, committees, and staff, it provides a cultural, social, and recreational program, aiming to make free time activity a cooperative factor with study in education. In all its processes, it encourages self-directed activity, giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness. Its goal is the development of persons as well as intellects."

- II. Possibilities for obtaining academic credit. There are a number of ways in which a student can seek academic credit for projects done in conjunction with Union voluntary work. In all cases, however, the student must make appropriate arrangements with a member of the faculty prior to registration. Some of the possibilities are:

- . Independent study. Every academic department has a course number for independent study, for which a student might receive 2 or 3 credits, usually up to a maximum of 6. Independent study credit may be limited to students majoring in a particular field. Some examples of possible projects: a promotion project for a committee or the Union as a whole, tied in with an advertising curriculum; a marketing survey on the Union or on a particular aspect of the Union; production and/or direction of a play, tied in with dramatic arts; a leadership training project, tied in with management or the social sciences; production of a fashion show, tied in with fashion merchandising; and so on.
- . Class projects. Any of the examples above could be done as a project for a regular class, subject to approval of the faculty person in charge. Class projects can be done by one individual or by a team of students.
- . Honors programs. Students enrolled in honors programs within their individual colleges can devote their senior essay to a Union-related topic.

- III. The role of the Union staff. The staff of the Union is happy to provide expertise and advice to students seeking to establish a project for academic credit. The University requires only the approval and supervision of a faculty member for course credit; however, if the project is one with direct ties

to Union voluntary work, the Union strongly recommends that the student and faculty member work out a plan with a Union staff member in accordance with the guidelines suggested below. The Union staff member is in a unique position to evaluate whether or not the student has met his/her responsibilities to the Union. Hence, the staff member will participate willingly in an evaluation of the project if requested to do so. The staff member may decline a request to evaluate the project, however, if the staff member was not involved in the initial planning of the project.

IV. Suggested guidelines for drafting a project proposal.

- A. The student should meet with a faculty person prior to registration of the semester during which the project is to take place, preferably early in the preceding semester. The Union staff is available to offer suggestions and guidance to students wishing to develop a project.
- B. At some point in the planning process, either before or after registration, depending upon the stipulations of the faculty member, the student should prepare a written proposal on the project. The following items should be considered for inclusion.

1. Title.

Name of Proposal
Department and Course Number
Date
Faculty Supervisor
Union Staff Supervisor
2. Purpose. Concisely, what is the purpose of the project for which the student will be receiving credit? If the project is multifaceted, the various objectives should be specified.
3. Design. What methods will be used? Are terms defined? What criteria will be used to evaluate the project?
4. Responsibilities. Specifically, what are the student's responsibilities with respect to his/her Union commitments? How does the project tie in with fulfilling these commitments? Will other students be involved in the project? If so, to what extent? To what extent will paid staff be involved (including clerical staff)?
5. Time span. How much time will be needed to complete the project, or the various parts of the project? What is the expected completion date? What will be the objective and/or subjective evidence of completion?
6. Funding. If the project is to involve expenditures, what will be the source of funding? What is the projected budget?
7. Evaluation. When will evaluations take place and by whom? (The University requires the faculty member to submit both a mid-term and a final grade.) Will the evaluations be formal or informal, written or oral? Is the student taking the course for a grade or for pass-fail? Will the Union staff member be expected to aid in the evaluation?

- V. Additional Information. Any student or faculty member who wishes to discuss these topics further should contact Don Phillips, LSU Union Director (for

projects involving the total Union concept) or Shirley Plakidas, Program Director (for projects involving programming).

Source: Shirley Plakidas
Program Director
LSU Union

EDUCATION AND IDENTITY

PART I. The Young Adult: An Overview.

There are seven major vectors of development in the young adult; that is, seven major developmental tasks.

1. Achieving competence. The author theorizes that young adults are continually in the process of trying to achieve competence in three ways:
 - a. Intellectual competence, as through academic pursuits.
 - b. Physical and manual skills, as through athletic activity or arts and crafts skills.
 - c. Social and interpersonal competence.
 An overall "sense of competence" results from the development of all three areas.
2. Managing emotions. Specifically, young adults must learn to manage the emotions of aggression and sex. This task requires the integration of emotions with ongoing decision making and ongoing behavior; tentative testing through direct action or symbolic behavior, and reflections on the consequences for one's self and others. Process: the young adult develops an increasing awareness and recognition of emotions, learns to verbalize them, to integrate them with other behavior, and to manage control of them.
3. Developing autonomy. Three major components:
 - a. emotional independence--this begins with rebelliousness towards parents in early teens. As development proceeds, the young adult becomes free from continual and pressing needs for reassurance, affection, and approval.
 - b. instrumental independence--defined as the ability to carry on activities and cope with problems without seeking help. The young adult seeks to develop self-sufficiency and the ability to be mobile in relation to needs and desires. (The college experience frequently retards the development of autonomy because of the students' limited chances to cope with significant tasks.)
 - c. recognition--an acceptance of interdependence, or "mature dependence." This is the culmination of the development of emotional and instrumental independence. It coincides with an increasing recognition of social responsibilities.
4. Establishing identity. An outgrowth of the three vectors above. Defined as an "inner sameness and continuity, matched by a sameness and continuity of one's meaning for others"; that is, one's self-perceptions are matched by other's perceptions of us. Included in this are clarification of sexual identification, sex-appropriate roles and behavior, clarification of conceptions concerning physical needs, characteristics and personal appearance. A solid sense of identity fosters change in the following major vectors--freeing of personal relationships, development of purpose, and development of integrity.

The author quotes S. R. Heath, on the topic of establishing identity in young adulthood. Heath describes "integrative ego functioning" in the

developing young adult as being characterized by a future orientation, and intrinsic interest in or involvement in the liberal arts, close friendships with peers, self-objectification and a capacity to create lively challenges that have little to do with status seeking or security operations, values and convictions based primarily on personal experiences, tolerance for ambiguity, wide-ranging curiosity and a lively but benign sense of humor.

5. Freeing interpersonal relationships. The developing young adult becomes less anxious, less defensive, less burdened by inappropriate past reactions, more friendly, more spontaneous, more respectful. The young adult displays: (1) an increased tolerance for others--a capacity to respond to persons in their own right rather than as stereotypes or transference objects calling for particular conventions. An increasing openness and acceptance of diversity; (2) a shift in the quality of relationships with intimates and close friends. This results from a greater sense of identity.
6. Developing integrity. Defined as a clarification of a personally valid set of beliefs that have some internal consistency and that provide at least a tentative guide for behavior. The author theorizes three overlapping stages:
 - a. a humanizing of values--a more relative view of "rules," less absolutism.
 - b. a personalizing of values--developing one's own moral code.
 - c. a development of congruence--achievement of behavior consistent with the personalized values held. This is a lifelong task.

PART II. Conditions for Impact: An Overview.

Hypotheses: that college can accelerate or retard development in each vector. Six major sources of influence, as outlined.

1. Clarity of objectives and internal consistency in college administration. Impact increases as institutional objectives are clear and taken seriously, and as the diverse elements of the college and its program are internally consistent in the service of the objectives. (1) Policies, programs and practices of the college should tend toward greater internal consistency; (2) clear objectives help students make more explicit their own reasons for attending the college and their own purposes while there, and help them use time and energy more directly in the service of those objectives they value; (3) it is important to be explicit about objectives because they contain within them strong value commitments.

Institutional objectives thus are of primary importance. Whether or not development is fostered then, depends on clarity and internal consistency of institution's objectives.

2. As "redundancy" increases, development of competence, identity, and integrity, and the freeing of interpersonal relationships decreases. "Redundancy" means that increasing number of students cause decreasing individual participation and satisfaction. As redundancy sets in, the activities and responsibilities of those who do participate become more specialized and those with marginal qualifications are more quickly and completely left out. A hierarchy of prestige and power develops, and evaluation shifts from an emphasis on how one person compares with another. Thus, institutional size sharply affects institutional impact. As the number of persons outstrips the opportunities for significant participation and satisfaction, the developmental potential of available settings is attenuated for all.

3. Curriculum, Teaching, and Evaluation. When few electives are offered, when books and print are the sole objects of study, when teaching is by lecture, when evaluation is frequent and competitive, ability to memorize is fostered. Sense of competence, freeing of interpersonal relationships, and development of autonomy, identity and purpose are not. When choice and flexibility are offered, when direct experiences are called for, when teaching is by discussion, and when evaluation involves frequent communication concerning the substance of behavior and performance, the ability to analyze and synthesize is fostered, as are sense of competence, freeing of interpersonal relationships, and development of autonomy, identity, and purpose. Active learning is more efficient than passive. Instrumental independence is fostered when one must cope with diverse tasks that have consequence for oneself and when one must find and get to whatever one needs.

*Development of identity is fostered by varied experiences and roles, meaningful achievement, and relative freedom from anxiety and pressure. When the emphasis is on cooperative effort to complete complex tasks with excellence, then diversity of skill, perspective, and insight become valuable, and the orientation is toward sharing and toward knowing different persons and being able to work with them.

4. Residence Hall Arrangements. Residence hall arrangements either foster or inhibit development of competence, purpose, integrity, and freeing interpersonal relationships, depending upon the diversity of backgrounds and attitudes among the residents, the opportunities for significant interchange, the existence of shared intellectual interests, and the degree to which the unit becomes a meaningful culture for its members. A residence hall has most impact when it becomes an effective--and affective--subculture, a reference group for its members.
5. Faculty and Administration. When student-faculty interaction is frequent and friendly and when it occurs in diverse situations calling for varied roles, development of intellectual competence, sense of competence, autonomy, and purpose are fostered. First step in achieving autonomy: disengagement from parents. Support of nonparental adults and peers are sought. Accessible adults, open enough to be fully known, can have substantial impact. Alternative behaviors can be tested; new modes of relationships with persons in authority and with institutional expressions of authority can be developed. Movement from dependency or rebellious independence toward relationships of mutual respect and regard can occur. Areas of interdependency can be recognized. Space for an autonomous existence can be carved out of the larger context. A teacher can also serve as an "antimodel." Teachers who are such a force for repulsion also provoke development, and each of us must recognize that if we are force at all, for some students that valence will be negative, not positive. But better that students encounter a substantial being than a calculating role player or an elusive shadow.
6. Student culture. The student culture either amplifies or attenuates the impact of curriculum, teaching and evaluation, residence hall arrangements, and student-faculty relationships. Has impact on development of intellectual competence, development of autonomy via appropriate responses to institutional authority and interaction with faculty, development of identity and purpose, development of freeing of interpersonal relationships--Reinforcement of stereotypes--versus how to live and work with all types of people--depends upon degree of openness

and flexibility that characterizes a particular student culture and the extent to which restrictive subcultures exist on a given campus.

PART III. Theory and Action: An Overview.

Development and learning occur as persons encounter new conditions and experiences that are important to them, in which they invest themselves, and for which they must develop new courage, new competencies, new attitudes. Differentiation and integration--a familiar process. Many authors have written about it: cognitive dissonance, balance theory, strain for symmetry, development of congruence, reconstruction of experience challenge and response. Expressions of discomfort, signs of upset, are not necessarily negative signs. Maybe evidence that developmentally fruitful encounters are occurring, that stimuli for progress are being felt.

Another principle: individual differences affect the outcomes of experiences. Impact of a residence hall, teachers, courses, etc. will vary according to the characteristics of the student who experiences it. Depends on frame of reference. Depends upon on what a student is used to and what his purposes are in attending.

Tasks of the college: to provide whatever is needed if learning and development are to occur. Significant individual differences must be accounted for. Independent study groups, opportunities for direct experiences, flexibility of curricula. Emphasis should move from focus on information and training students in narrow disciplines to educating people--more complex, autonomous purposeful persons who can act with integrity.

SUMMARY: Two Principles: levers for action.

1. Development occurs through cycles of differentiation and integration--what education is all about. Serves to make persons different--from what they were before and from each other. Training serves to make persons more alike shared skills, shared information, shared objectives, etc. Training starts with the task and makes the learner conform to it; education starts with the learner and uses tasks in the service of his increased differentiation and integration. Significant education and significant development often involve some disruption and disequilibrium. Significant learning means taking risks.
2. The impact of an experience depends upon the characteristics of the person who encounters it. Also upon timing--stage of sensitivity, readiness, resistance.

Source: Arthur Chickering, Education and Identity (San Francisco: Jossey-Bass, Inc., 1969).

Review: Shirley Plakidas
Louisiana State University

VOLUNTEERISM

Books

Leadership Is Everybody's Business, by Lawson, Griffin, and Donant. Impact Publishers, Inc., P.O. Box 1094, San Luis Obispo, CA 93406; \$4.95 (paperback).

The Effective Management of Volunteer Programs, by Marlene Wilson (1976). Volunteer Management Associates, 279 South Cedar Brook Road, Boulder, CO 80302; \$6.00. A review of Wilson's book can be found in the December 1978 Bulletin.

The Volunteer Community: Creative Use of Human Resources, 2d ed., by Eva Schindler-Rainman and Ronald Lippitt (1975). University Associates, Inc., 7596 Eads Avenue, La Jolla, CA 92037. Excellent bibliography for further references.

Organizations

ACTION/National Student Volunteer Program, 806 Connecticut Avenue, N.W., Room 1106, Washington, DC 20525; telephone: 202-254-8870, in Washington, D.C. area; 800-424-8580, Ext. 88, in Continental U.S.; 800-424-9704, Ext. 88, in Alaska and Hawaii.

"The National Student Volunteer Program (NSVP) is a program of ACTION, the federal agency for volunteer service. NSVP encourages and supports the development of service-learning programs at the secondary and postsecondary levels by providing free technical assistance to interested schools." NSVP conducts several training programs for professional staff who work with volunteers as well as publishing technical assistance materials free of charge. Among their publications:

Training Student Volunteers, a training manual developed to help student volunteer coordinators and others plan and conduct training activities for students involved in community service programs.

Synergist, NSVP's journal published three times each school year to communicate new ideas, techniques, and resources to both high school and college student volunteer programs.

It's Your Move, a basic guide written to assist community groups and agencies that are working with student volunteer programs.

Planning by Objectives, a planning manual designed to help people who work with student volunteers to learn a system for effectively planning and implementing service-learning programs.

Evaluating Service-Learning Programs, a guide for program coordinators to use in designing and implementing evaluations which will provide information on program activities and effectiveness.

YMCA/National Program Materials, 291 Broadway, New York 10007. The YMCA has developed several resources for a successful volunteer leadership program. These resources are available at a nominal charge. Resource materials include:

Training Volunteer Leaders: A Handbook to Train Volunteers and Other Leaders of Program Groups; \$8.00. The manual "provides a comprehensive training program for leaders of small groups. While its origins and references derive primarily from the YMCA, it is intended to be useful to the leader in any organization in which persons come together in groups to achieve their objectives."

Volunteerism: Confrontation and Opportunity; \$2.00. This handbook is the result of a National YMCA seminar on volunteerism "as one way to stimulate collaborative inquiry and action planning around the extension of volunteerism in the organization." While its basis is the YMCA, the applicability for other volunteer organizations can easily be made.

Perspectives and Guidelines for Volunteerism in the YMCA; \$1.00. Again, a handbook designed for utilization in the YMCA; however, good checklists and exhibit forms are easily transferable.

Colleagues are encouraged to write for the resources listed. Additional suggestions will be most welcome.

Source: Cindy Woolbright
Trenton State University

ADDITIONAL RESOURCES ON VOLUNTEERISM

Volunteer: The National Center for Citizen Involvement
P.O. Box 4179
Boulder, Colorado 80306

This organization is a clearinghouse for information and resources on volunteerism. In a very extensive manner, the Center provides reading resources, publications, audiovisual and library services, leadership seminars and conferences as well as reports and other pertinent resources on volunteerism. By writing to the Center, individuals will receive brochures and pamphlets which outline their services. Highly recommended for inquiry.

Center on Volunteerism
Adelphi University
Garden City, New York 11530

This agency training courses and seminars in the area of volunteer management. In conjunction with the Graduate School of Arts and Sciences, a graduate certificate program for managers of volunteer services is offered. The program is an extensive 24-26 credit degree. Additionally, a 3-week summer institute is offered for 6½ graduate credits. For information on the graduate program and summer institute, write: Graduate Certificate Program for Volunteer Services Management, Department of Education, Adelphi University, Garden City, New York 11530.

Energize
5450 Wissachickon Avenue, #534
Philadelphia, Pennsylvania 19144

A consulting and training firm specializing in volunteerism. Energize provides a variety of services to all types of volunteer programs and organizations. They also maintain an extensive resource file of materials about volunteerism and volunteer programs.

WOMEN'S RESOURCES

Catalyst, Inc.
14 East 60th Street
New York, New York 10022

Catalyst, Inc. provides a variety of services and information on career development for women. They publish an extensive series on careers, affirmative action, black professional women, sex discrimination, interview process and much more. Write for their free brochure.

Project on the Status and Education of Women
Association of American Colleges
1818 R. Street, N.W.
Washington, D.C. 20037

This is a "must have" resource. The project provides information concerning women in education and works with institutions and other associations and programs affecting women in higher education. The published information includes special reports and research findings as well as a newsletter, On Campus with Women. The newsletter is a comprehensive listing of programs and services from institutions of higher education. A tremendous resource for programming.

Women's Resource/Program Manual
Association of College Union-International
Box 7286
Stanford, California 94305

Developed by the Women's Concerns Committee in February, 1979, their publication provides numerous program outlines, agencies and other resources throughout the country. It can easily serve as a catalyst for program ideas. Available for \$3.00.

Women's Resource
c/o Toni Riccardi
Director of Student Activities
Willard Straight Hall
Cornell University
Ithaca, New York 14853

Published by the Women's Concern Committee of the Association, their bi-monthly publication provides a variety of materials on programs, available resources, reviews and research as well as information on the Association. It's a free resource.

TRAINING BIBLIOGRAPHY

Cheek, Donald K. Assertive Black . . . Puzzled White (A Black Perspective on Assertive Behavior), Impact Publishers, Inc., P.O. Box 1094, San Luis Obispo, CA 93406

Lawson, John D.; Griffin, Leslie J.; Donant, Franklyn D. Leadership Is Everybody's Business, Impact Publishers, Inc.

Bradord, Leland P. Making Meetings Work; University Associates.

Morris, Kenneth T., and Cinnamon, Kenneth M. A Handbook of Verbal Group Exercises, Springfield, Ill.: Charles C. Thomas, Publishers.

Simon, Sidney B.; Howe, Leland; and Kirschenbaum, Howard. Values Clarification: A Handbook of Practical Strategies for Teachers and Students; NTL/Learning Resources Corp., 7594 Eads Ave., La Jolla, CA 92037.

National Council of Y.M.C.A.'s. Training Volunteer Leaders: A Handbook to Train Volunteers and Other Leaders of Program Groups; NTL/ Learning Resources Corp.

Pfeiffer, J. William, and Jones, John E. The Annual Handbook for Group Facilitators (1972-80); University Associates.

Pfeiffer, J. William, and Jones, John E. A Handbook of Structured Experiences for Human Relations Training (Vols. I-VII), University Associates.

Pfeiffer, J. William, and Jones, John L. Reference Guide to Handbooks and Annuals; University Associates.

Source: Archie Copeland
University of North Carolina
Chapel Hill

SELECTED BIBLIOGRAPHY ON LEADERSHIP DEVELOPMENT

Groups at Work

Alvin Zander, Jossey-Bass Publishers

Hip Pocket Guide to Planning and Evaluation

Dorothy P. Graig

Learning Concepts, 2501 North Lamar, Austin, TX 78705

Training, The Magazine of Human Resources Development

Fulfillment Department, Training

731 Hennepin Avenue, Minneapolis, MN 55403

Organizational Diagnosis: A Workbook of Theory and Practice

Marvin R. Weisbord

Addison-Wesley Publishing Company

Joining Together Group Theory and Group Skills

David W. Johnson and Frank P. Johnson

Englewood Cliffs, N.J.: Prentice-Hall, Inc.

Leadership Is Everybody's Business

J. D. Lawson, L. J. Griffin and F. D. Donant

Impact Publishers, Inc., P.O. Box 1094, San Luis Obispo, CA 93406

Your Erroneous Zones

Dr. Wayne W. Dyer

Avon Publishers of Bard

Reaching Out

David W. Johnson

Englewood Cliffs, N.J.: Prentice-Hall, Inc.

Grouping for Solutions

Discussion Techniques for Fraternity Leaders

William K. Amlott, Sigma Nu, Inc., Educational Foundation

Handbook of Staff Development and Human Relations Training

Donald Nylen

Washington, D.C.: NTL Institute for Applied Behavioral Science

The Effective Management of Volunteer Programs

Marlene Wilson; Published by Volunteer Management Associates

279 S. Cedar Brook Road, Boulder, CO 80302

Source: J. Ryck Luthi
University of Utah

SELECTED BIBLIOGRAPHY ON LEADERSHIP DEVELOPMENT AND TRAINING

- Alberti, Robert E., and Emmons, Michael L. Your Perfect Right: A Guide to Assertive Behavior. San Luis Obispo, Calif.: Impact Publishers, Inc., 1974 (2d. ed.).
- Albertson, D. Richard, and Manna, Cecil J. Twenty Exercises for the Classroom.
- Benne, K. D., and Muntyan, B. Human Relations in Curriculum Change. New York: Dryden Press, 1951.
- Blake, R. R., and Mouton, J. S. The Managerial Grid. Houston: Gulf Publishing Company, 1964.
- Blake, R. R., and Mouton, J. S. The New Managerial Grid. Houston: Gulf Publishing Company, 1978.
- Borchard, Thomas J. "Whatever Happened to Brainstorming?" Journal of Creative Behavior 5 (3d Quarter 1971).
- *Bradford, Leland P. Making Meetings Work. La Jolla: University Associates, 1976.
- Carkhuff, R. R. Helping and Human Relations. Vols. 1 and 2. New York: Holt, Rinehart & Winston, 1969.
- Cartwright, Dorwin and Zander, Alvin. Group Dynamics: Research and Theory. New York: Harper and Row, Publishers, 1968.
- Danish, S. J., and Hauer, A. L. Helping Skills: A Basic Training Program. New York: Behavioral Publications, 1973.
- Delworth, U.; Sherwood, G; and Casaburri, N. Student Paraprofessionals: A Working Model for Higher Education. Student Personnel Series No. 17. Washington, D.C.: American Personnel and Guidance Association, 1974.
- Dyer, Wayne W. Your Erroneous Zones. New York: Avon Publishers, 1976.
- Egan, G. The Skilled Helper. Monterey, Calif.: Brooks/Cole, 1975.
- *Fisher, Aubrey B. Small Group Decision Making: Communication and Group Process. New York: McGraw-Hill Book Co., 1974.
- Fox, Robert S.; Lippit, Ronald; and Schindler-Rainman, Eva. Toward a Human Society: Images of Potentiality. NTL-Learning Resources Corporation, 1973.
- Gazda, George M. Human Relations Development. Boston: Allyn and Bacon, Inc., 1973.

- Gibb, Jack R. Dynamics of Leadership from The Search for Leaders. G. Kerry Smith, ed. American Association for Higher Education, 1967.
- Gully, H. E. Discussion, Conference and Group Process. New York: Holt, Rinehart and Winston, 1964.
- Haiman, F. S. Group Leadership and Democratic Action. Boston: The Riverside Press, 1951.
- Hall, D. M. Dynamics of Group Action. Danville: The Interstate, 1960.
- *Hersey, Paul, and Blanchard, Kenneth M. Management of Organizational Behavior: Utilizing Human Resources, 3d ed. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1977.
- Herzberg, Frederick. Motivation-Hygiene Profiles: Pinpointing What Ails the Organization. Organizational Dynamics, Autumn 1974, Pp. 18-29.
- Ivey, A. E. Microcounseling: Innovations in Interviewing Training. Springfield, Ill.: Charles C. Thomas, 1971.
- *Janis, Irving L. "Group Think," Psychology Today, November 1971, p. 44.
- *Jay, Antony. "How to Run a Meeting." Harvard Business Review, March-April 1976.
- *Johnson, Kenneth G. et al. Nothing Ever Happens. Beverly Hills: Glencoe Press, 1974.
- Kagan, N. Influencing Human Interaction. East Lansing: Michigan State University, Colleges of Education and Human Medicine, 1972.
- Kelly, Charles M. "Emphatic Listening." Group Communication: Theory and Practice.
- Koile, Ear. Listening as a Way of Becoming. Regency Books, 1977.
- *Krupar, Karen R. Communication Games. New York: The Free Press, 1973. Two volumes: Participant's Manual and Instructor's Manual.
- Lassey, William R., and Fernandez, Richard R. (eds.). Leadership and Social Change. La Jolla: University Associates, 1976.
- Lau, James B. Behavior in Organizations. Homewood, Ill.: Richard D. Irwin, Inc., 1975.
- *Lawson, John D.; Griffin, Leslie J.; and Donant, Franklyn D. Leadership Is Everybody's Business. San Luis Obispo, Calif.: Impact Publishers.
- *Lawson, John D. When You Preside, 5th ed. Danville, Ill.: The Interstate Printers and Publishers, 1980.
- McGregor, D. The Human Side of Enterprise. New York: McGraw-Hill, 1960.
- Miles, M. B. Learning to Work in Groups. New York: Teachers College, Columbia University, 1959.

- Napier, Rodney W., and Gershenfeld, Matti K. Groups: Theory and Experience. Boston: Houston Mifflin Co., 1973.
- Nichols, Ralph G. Effective Listening. Rochester, N.H.: Xerox Corporation, 1964.
- *Pfeiffer, William J., and Jones, John E. A Handbook of Structured Exercises for Human Relations Training (Vols. I-VI). University Associates Publishers, Inc.
- *Pfeiffer, William J., and Jones, John E. The Annual Handbook for Group Facilitators. La Jolla: University Associates, 1972 and annually.
- *Pfeiffer, William J., and Jones, John E. Reference Guide to Handbooks and Annuals (3d ed.). La Jolla: University Associates, 1979.
- Phillips, Gerald M.; Pedersen, Douglas J.; and Wood, Julia T. Group Discussion: A Practical Guide to Participation and Leadership. Boston: Houghton Mifflin Co., 1979.
- Russell, G. H., and Black, Kenneth, Jr. Human Behavior in Business. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.
- Shaw, Marvin E. Group Dynamics--The Psychology of Small Group Behavior. New York: McGraw-Hill Book Company, 1976.
- Stewart, J. Bridges Not Walls: A Book about Interpersonal Communication. Reading, Mass.: Addison-Wesley, 1973.
- Stogdill, R. M. Individual Behavior and Group Achievement. New York: Oxford University Press, 1959.
- Sturgis, Alice F. Learning Parliamentary Procedure. New York: McGraw-Hill, 1953.
- Townsend, Robert. Up the Organization. Greenwich, Conn.: Fawcett Crest Book, 1970.
- Y.M.C.A. Training Volunteer Leaders. Young Men's Christian Associations, 291 Broadway, New York, New York 10007, 1974.
- Zander, Alvin. Motives and Goals in Groups. New York: Academic Press, 197-.
- Zander, Alvin. "Team Spirit vs. the Individual Achiever." Psychology Today, November 1974, p. 65.

BIBLIOGRAPHY OF JOURNALS

Change Magazine
Journal of College Student Personnel
NASPA Journal
Psychology Today
The Personnel and Guidance Journal

Source: Randy Donant
 California State Polytechnic University
 San Luis Obispo, California

TRAINING BIBLIOGRAPHY

- Albrecht, Karl. Successful Management by Objectives. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1978.
- Bradford, Leland, ed. Group Development, 2d ed. University Associates, 1978.
- Bradford, Leland, Making Meetings Work, University Associates, 1979.
- Buerki, F. A., Stagecraft for Nonprofessionals, University of Wisconsin Press, 1955.
- Carvey, Clarke, and McMahon, Sarah Lynne. Exploring Contemporary Male/Female Roles. University Associates, 1977.
- Communication Research Associates. Communicate! 2d ed. Kendall/Hunt, 1978.
- Cooper, Susan and Heenan, Cathy. Preparing, Designing and Leading Workshops. CBI Publishing Co., 1980.
- Fast, Julius. Body Language, Pocket Books, 1970.
- Francis, Dave, and Young, Don. Improving Work Groups. University Associates, 1979.
- Friedman, Meyer, and Rosenman, Ray H. Type A Behavior and Your Heart, Fawcett, 1974.
- Gardner, John W. Excellence. Perrenial Library, 1961.
- Ghiselin, Brewster, ed. The Creative Process. New American Library, 1952.
- Goldberg, Herb. The New Male. New American Library, 1979.
- Gordon, Thomas. Leadership Effectiveness Training. Bantam Books, 1977.
- Guttentag, Marcia, and Bray, Helen. Undoing Sex Stereotypes, McGraw-Hill, 1976.
- Hall, Jay and Williams, Martha S. Teleometrics. International.
- "Change Agent Questionnaires," (no date).
- "Conflict Management Survey," 1973.
- "Group Encounter Survey," 1973.
- "Leadership Appraisal Survey," 1971.

- "Management Appraisal Survey," 1973.
- "Management of Motives Index," 1973.
- "NASA Moon Survival Task," 1974.
- "Styles of Leadership Survey," 1968.
- "Styles of Management Inventory," 1973.
- "Systems Maintenance: Gatekeeping and the Involvement Process," 1969.
- "Teaching--Learning Strategies and the Use of Instruments in Laboratory Training," (no date).
- "To Achieve or Not: The Manager's Choice," 1976.
- "Toward Group Effectiveness," 1971.
- Harris, Thomas A. I'm O.K.--You're O.K. Avon Books, 1967.
- Kaufman, Roger. Identifying and Solving Problems: A System Approach, 2d ed., 1979.
- Kelley, Colleen. Assertive Training. University Associates, 1979.
- Knowles, Malcom, and Hudda. Introduction to Group Dynamics. Follett, 1972.
- Kotter, John P.; Faux, Victor; and McArthur, Charles C. Self-Assessment and Career Development. Englewood Cliffs, N.J.: Prentice-Hall, 1978.
- Lakein, Alan. How to Get Control of Your Time and Your Life. New American Library, 1973.
- Le Boeuf, Michael. Working Smart. Warner Books, 1979.
- May, Rollo. The Courage to Create. Bantam Books, 1975.
- Medley, H. Anthony. Sweaty Palms: The Neglected Art of Being Interviewed. Wadsworth Publishing Co., 1978.
- Mill, Cyril R. Activities for Trainees. University Associates, 1980.
- Morris, Lynn Lyons and Fitz-Gibbon, Carol Taylor. The Program Evaluation Kit. Sage Publications, 1978.
- "Evaluator's Handbook"
- "How to Calculate Statistics"
- "How to Deal with Goals and Objectives"
- "How to Design a Program Evaluation"
- "How to Measure Achievement"

"How to Measure Attitudes"

"How to Measure Program Implementation"

"How to Present an Evaluation Report"

Nadler, David A. Feedback and Organizational Development Using Data-Based Methods. Addison-Wesley Publishing Co., 1977.

Peter, Laurence. The Peter Prescription. Bantam Books, 1972.

Peter, Laurence J., and Hull, Raymond. The Peter Principle. Bantam Books, 1969.

Pfeiffer, J. William, and Jones, John E. Annual Handbook for Group Facilitators, 8 vols. University Associates, 1973-80.

Sargent, Alice G. Beyond Sex Roles. West Publishing Co., 1980/

Simon, Sidney; Howe, Leland; and Kirschenbaum, Howard. Values Clarification. Hart Publishing Co., 1972.

Smith, Manuel J. When I Say No, I Feel Guilty. Bantam Books, 1975.

Taetzsch, Lyn, and Benson, Eileen. Taking Charge on the Job. Ballantine Books, 1978.

Wilson, Marlene. The Effective Management of Volunteer Programs. Volunteer Management Associates, 1976.

Woolfolk, Robert L., and Richardson, Frank C. Stress, Sanity and Survival. New American Library, 1979.

Guthrie, Eileen, and Miller, Warren Sam. Making Change. Interpersonal Communication Programs, 1978.

Guthrie, Eileen; Miller, Warren Sam; and Grimberg, William. Making Change: Trainer's Manual. Interpersonal Communication Programs, 1978.

Viscott, Daniel, Risking,

Dyer, Wayne W. Pulling Your Own Strings. Avon, 1978.

Source: Judy McCann
The University of Texas at Austin

Appendices

Appendix A-1

PLAN OF ACTION FOR TRAINING

CORE CONSULTATION TEAM

Goals for Training	Pre-assessment	Training
	Redirect	
Values	Feedback and Revision	Post-assessment
Student In	Student Out	

PLAN OF ACTION FOR TRAINING

- I. Values of Training
 - A. Is training relevant to Student/Union needs?
 - B. Does it meet with purposes/philosophy of institution?
 - C. Why is it important to train?
 - D. Can participants relate training concepts to real situations?
- II. Goals for Training
 - A. What are the expectations of training?
 - B. What directions are needed? (Content areas)
 - C. Are goals written in terms indicating expected outcomes? (Criteria specified for success)
- III. Assessment (Pre)
 - A. Is the training content relevant to needs?
 - B. What are need areas?
 - C. Do students already have certain skills? What?
 - D. Can students with special skills (needs) be redirected and included in ways to maximize their input?
- IV. Training
 - A. Explicit directions/expectations.
 - B. Content of appropriate length (consideration of various learning styles and levels).
 - C. Practice/application/experiential.
 - D. Knowledge of results.
 - E. Positive reinforcement.
 - F. Appropriate media.
- V. Evaluation (Postassessment)
 - A. Criterion referenced approach.
 - B. Norm-referenced.
- VI. Revision/Feedback
 - A. Report from students.
 - B. Incorporate feedback into training plan.

Appendix A-2

NEEDS ASSESSMENT INSTRUMENTS

1977 PRECONFERENCE SEMINARS
Hotel del Coronado--San Diego, California

Registrant's Response Form

Note: In order to assist the Coordinators of the 1977 Preconference Seminars as they seek to design special aspects of preconference seminars to meet specific needs and interests of participants and as they strive to effectively use the unique experiences and talents of those attending, your completion of the following would be greatly appreciated. Please return in the addressed envelope provided. Thank you.

DESIGNATION OF PRECONFERENCE SEMINAR

- () Seminar A--Organizational Development () Seminar D--Research and Evaluation
() Seminar B--Two Year College Programs () Seminar E--Outdoor Programming
() Seminar C--Film & Film Programming () Seminar F--Newcomer's Orientation

Registrant's Name _____
(Last Name) (First Name) (Middle Name or Initial)

Note Name as Preferred on Preconference Seminar Nametag:

College/University _____

Name of College Union/Student Activities Center _____

Address _____

Telephone _____ ACU-I Region Number _____

Registrant's Current Title/Position _____

Note Date Appointed to Current Position _____

Summarize Major Responsibilities of Current Position:

Total Number of Work Years in College Union/Students Activities Field _____

Summarize Other Major Positions/Work Experience with College Unions/Student Activities

<u>Position/Title</u>	<u>Institution</u>	<u>Inclusive Time Period</u>
-----------------------	--------------------	------------------------------

Summarize Other Major Work Experiences Outside College Union/Student Activities Field:

<u>Position/Title</u>	<u>Institution/Agency/Company</u>	<u>Inclusive Time Period</u>
-----------------------	-----------------------------------	------------------------------

Education (Please list in reverse chronological order)

<u>Name of Institution</u>	<u>Dates Attended</u>	<u>Degree</u>	<u>Field(s) of Study</u>
----------------------------	-----------------------	---------------	--------------------------

Major ACU-I, Professional, Civic Contributions, Memberships

Special Personal Interests, Hobbies, Etc.

SEMINAR INTEREST INVENTORY

Special Question/Concerns. With reference to the general goals and content of the preconference seminar for which you are registered (see enclosed) please indicate those questions/concerns which are of greatest interest or importance to you. Note areas regarding which you would like particular information or assistance.

Registrant's Areas of Special Expertise/Interest. Preconference seminars will allow opportunities for participants to serve as resource persons for each other. Please indicate those areas of particular experience, expertise, and/or interest which you would be willing to share with fellow seminar participants.

Notes/Questions/Comments Regarding Preconference Seminar. Please summarize any special comments or questions regarding the 1977 Preconference Seminar for which you are registered.

Return as Soon as Possible to: ACU-I Office of Educational Programs and Services; Box 5697; Austin, Texas 78763.

The Association of College Unions--International
Commission on Educational Programs and Services

Area Seminar Inventory

NAME _____

Please indicate below in the columns and categories provided those skills/information/experiences that you would like to share or give to other participants during the Area Seminar as well as those that you would like to receive.

<u>Some Areas Where I Might be Able to Assist Other Participants</u>	<u>Some Areas Where I'd Like to Receive Some Assistance</u>
A. <u>GENERAL CONCERNS</u> (i.e., support of the administration, time pressures, philosophy of the college union, etc.)	A. <u>GENERAL CONCERNS</u>
B. <u>PROGRAMS/ACTIVITIES</u> (i.e., involvement of faculty, promotion/publicity, programming for commuter students, specialized area of programming, etc.)	B. <u>PROGRAMS/ACTIVITIES</u>
C. <u>SERVICES/FACILITIES</u> (i.e., scheduling facilities, information services, food service management, planning, a building, etc.)	C. <u>SERVICES/FACILITIES</u>

Special Information:

I will be arriving by _____/Flight # _____ on _____
car, plane, etc. Date, Time

I will/will not need to have transportation assistance.

PLEASE COMPLETE AND RETURN BY AUGUST 6 TO: Stayton Wood, Associate Dean for Student Development
LBJ Memorial Student Center, Southwest Texas State University
San Marcos, Texas 78666

For further information, please call 512/245-2264.

SOUTHWEST TEXAS STATE UNIVERSITY
STUDENT DEVELOPMENT MATERIAL
LBJ MEMORIAL STUDENT CENTER
SURVEY OF NEEDS

The following is a list of "needs" expressed by individuals involved in college union programs. Rank the "needs" in terms of what is most important to least important, respectively, from one to fifteen, as they pertain to you and your expectations of your participation in the college union.

	<u>Rank Numbers</u>
1. Opportunity of leadership responsibilities	_____
2. Work that keeps you interested	_____
3. Experience in group action	_____
4. New friends	_____
5. Feeling "in" on things	_____
6. A year-long program of activities	_____
7. "Social" as well as "business" meetings	_____
8. References for future activities and jobs	_____
9. Vocational training	_____
10. Full recognition for work done	_____
11. Appreciation for community service	_____
12. Application of classroom learning	_____
13. Regular committee meetings	_____
14. Tangible rewards (i.e., free tickets)	_____
15. Closer supervision by advisor and chairman	_____

Association of College Unions--International
Commission on Educational Programs and Services

AN INVENTORY OF INFORMATION/SKILLS NEEDED BY STUDENTS/STAFF

	BLOC I Recruitment/ Selection Phase	BLOC II Orientation/ Entering Phase	BLOC III On-Going Phase	BLOC IV Concluding/ Transitional Phase
STUDENT VOLUNTEERS				
STAFF MEMBERS				

277

278

279

Appendix A-3

SAMPLE BUDGET

COMMISSION ON EDUCATIONAL PROGRAMS AND SERVICES
Budget Planning Guide

PROGRAM _____

Projected Date(s) _____ Projected Time Frame: Begin _____ Conclude _____

Projected Number of Participants for Program

I. FIXED EXPENSES

- | | |
|---|--|
| <p>A. <u>Special Planning Expenses</u></p> <ol style="list-style-type: none"> 1. Travel 2. Lodging 3. Meals 4. Misc. | <p>Monies used in the planning of the seminar. Consultant planning expenses, face-to-face meetings, materials, etc.</p> |
| <p>B. <u>Program Consultation</u></p> <ol style="list-style-type: none"> 1. Honoraria 2. Travel 3. Lodging 4. Meals 5. Misc. | <p>Consultants outside of ACU-I Lodging, meals etc. can be listed for ACU-I consultants. Lodging is 1/2 of the price of a double room. Per diem is \$18 a day. Mileage is at the institution's rate.</p> |
| <p>C. <u>Publicity and Promotion</u></p> <ol style="list-style-type: none"> 1. Printing 2. Postage and Mailing Costs 3. Telephone Calls 4. Other (Ads, etc.) | <p>If more than one program or seminar the costs can be prorated. Should include any special promotion or marketing.</p> |
| <p>D. <u>Office Expenses-- Volunteer</u></p> <ol style="list-style-type: none"> 1. Telephone 2. Supplies, Postage, etc. | <p>Reimbursed to those involved in the development and promotion of the program.</p> |
| <p>E. <u>Office Expenses-- ACU-I Office</u></p> <ol style="list-style-type: none"> 1. Telephone 2. Postage 3. Duplicating, etc. | <p>Expenses that may be charged back to the seminar. Labels for mailing postage, etc.</p> |
| <p>F. <u>Program Production Expenses</u></p> <ol style="list-style-type: none"> 1. Space Rental 2. Film Rental 3. Equipment Rental--(Incl. Operators Needed) 4. Other | <p>Self-explanatory</p> |

Projected Number of Program Participants

G. Other Fixed Expenses

1. _____
2. _____

TOTAL FIXED EXPENSESII. VARIABLE EXPENSES

- A. ACU-I Educational Support Fee (\$X per participant) \$10 per day. \$5 per 1/2 day.
- B. Materials (Hand-Outs, etc.) (X \$ per participant) Figured at \$2-5 per person.
- C. Special Mailings to Confirmed Participants (X \$ per participant) First class postage at \$.15.
- D. Refreshment Breaks (X # of breaks X Cost per person) Figures at \$1-1.50 per person per break.
- E. Meals--Participants (# of meals X Cost) Self-explanatory
- F. Lodging--Participants (# of nights X Cost) Usually at their expense and separate from the registration fee.
- G. Special Entertainment or Social Activities (Calculate on a per person basis and multiply)
- H. Other Variable Expenses
1. _____
 2. _____
 3. _____

TOTAL VARIABLE EXPENSESIII. SUMMARY

- A. Fixed Expense Totals
- B. Variable Expense Totals
- C. Total Expenses
- D. Listing of per person Registration Fee Options

Appendix A-4

TRAINING PROGRAM ANNOUNCEMENT LETTERS

The Idea

The Texas Union UT Interaction Committee serves to provide a meaningful exchange among the many constituencies of The University of Texas at Austin. A vital element of the Committee's program has been to provide opportunities for students in leadership roles to enhance their effectiveness in their positions. The stimulation of communication among leaders of student groups while increasing their knowledge of the University has been a goal of UT Interaction.

The Purpose of a Workshop

In essence, the workshop is designed to provide a relevant experience so that student leaders can more effectively fulfill their purpose in contributing to the total University environment for learning.

Workshop Content

The workshop will focus on the interests and concerns facing students who have leadership responsibilities in their organizations. Some of the topics and questions which will be discussed follow:

- *The Role of Student Organizations at The University of Texas. What is the relationship of student organizations to the educational purpose of the University? What factors contribute to an effectively functioning organization? In what ways does campus involvement provide for the growth and development of the individual? How do University administrators view student groups?
- *The Student Group as an Organization. What are some ways in which organizations define their purpose? What are organizational goals and how can members be involved in contributing to these goals? How do groups determine future directions and establish priorities? How is change introduced into a structure? Are student leaders able to verbalize what they view as the relative strengths and weaknesses of their organization?
- *Recruiting and Retaining Student in Your Organization. Are you aware of the reasons why persons join your group? What information and support do new and continuing members need to function effectively? What enables an organization to maintain a high quality and sense of purpose from year to year?
- *Focusing on Effective Leadership. What are the shared concerns of student leaders? What constitutes success as a leader? How does a leader function in relation to the members of his/her group? What resources and assistance are available to students in leadership positions?

Workshop Registration

The UT Interaction Workshop for student leaders will be held on Sunday, September 21, 1975, beginning at 10:00 a.m. and concluding at 5:00 p.m. Registration is limited to the first 60 persons and no more than two individuals may sign up from the same organization. The registration fee is \$2.00 per person. Lunch will be provided. To register, please complete the form below and return it with \$2.00 to The UT Interaction Committee, Texas Union South 114, The University of Texas, Austin, Texas 78712. Confirmation of participation and additional information regarding the workshop will be communicated by mail.

Texas Union UT Interaction Committee
A Workshop for Leaders of UT Student Organizations
Response Form

NAME _____ TELEPHONE _____

ADDRESS _____ (Street) _____ (Zip) _____

CLASSIFICATION _____ MAJOR _____

ORGANIZATION REPRESENTED _____

POSITION IN ORGANIZATION _____

Signed: _____

July 27, 1978

Dear Area Seminar Participant:

I am so pleased that you will be participating in our area seminar dealing with programming and management of college union/student activities programs. It appears as if we will have a group of manageable size with a good mix of students and staff representing a variety of levels of experience. Those of us involved with the planning of the seminar are most excited about the content which is evolving as well as about the response we have received.

SEMINAR PRESENTERS

It gives me a great deal of pleasure to announce the presenters for the seminar at Southwest Texas State University:

Susan Claggett. Program Director of the Texas Union, Susan has served as a member of the Texas Union staff since 1967. As a student at The University of Texas at Austin, she was active in the Union and was chairman of the student-Faculty Committee. Susan holds B.A. and M.A. degrees from UT--Austin in English and history. She is active in the Association of College Unions--International and is presently serving as a member of the Commission of Educational Programs and Services.

Hal Weiner. Assistant Program Director of the Texas Union, Hal has been a member of the program staff since 1972. Previously, Hal served as Assistant to the Director of the Student Union at California State University in San Jose. He holds a B.A. in graphic design from San Jose and an M.B.A. from St. Edwards University in Austin. As a student, Hal was chairman of the Union Program Board and regional chairman of Region 15 of the ACU-I. Hal serves as the staff coordinator for the 1978 Region 12 Conference to be hosted by the Texas Union, November 4-6, 1978.

Judy McCann. Assistant Program Director of the Texas Union, Judy just joined the staff in mid-July. Most recently she was a program advisor at the Memorial Union at Arizona State University. Earlier she held the position of Associate Dean of Students at Monmouth College in New Jersey. A graduate of Westhampton College of the University of Richmond in physical education and biology, she holds a Master's degree in higher education from Penn State. She has participated in ACU-I conference sessions on both a regional and international level.

Stayton Wood. Assistant Dean of Student Life and Director of Student Development at Southwest Texas State University, Stayton has been involved in the college union/student activities field for 15 years. He has had experience in the private university, a public community college, and a state university setting. Stayton received his B.A. degree in psychology

from the University of Texas at Austin, a M.S. in counseling from East Texas State University, and a Ph.D. in Student Personnel Administration from East Texas State. He has participated in ACU-I activities as host for the 1972 Region 12 conference, a Regional Representative for Region 12, a member of the Core Consultation Team, and a member of the 1978 Conference Program Committee.

I think you will agree that we are most fortunate to have these outstanding college union professionals to assist in facilitating the various topics of discussion and interaction during the seminar.

SEMINAR SCHEDULE AND SITE

The seminar will be held in the Lyndon Baines Johnson Memorial Student Center on the SWT campus. All meals will be served in the LBJ Center. Sessions will begin on Friday, August 11, at 2:00 p.m. Participants may check in beginning at 9:00 a.m. on Friday, August 11, at the College Inn, a campus residence hall in which all participants will be housed. A map to the College Inn is enclosed for your reference. Parking will be available off the street in the rear of the College Inn building. Guests who arrive the evening prior or who wish to stay an evening extra should notify me immediately. There will be an additional \$8 per person per evening charge. Lunch on Friday will not be included in the seminar schedule. Campus tours and a brief excursion into the Texas Hill Country will be available for those participants who arrive early. The seminar will conclude with lunch on Sunday, August 13.

SEMINAR ADDRESS/PHONE

There are no room phones in the College Inn, although messages can be left at the main desk. The phone at College Inn is 512/392-5838. Messages may also be left for participants with the Director's Office, LBJ Center, 512/245-2264.

SEMINAR DRESS

Dress for the seminar should be casual and comfortable. Sessions will be held in air-conditioned areas which can at times be uncomfortably cool. Two meals will be in outdoor areas. Saturday evening will be spent next to the good Texas earth at the Southwest Texas State University ranch in Wimberley. Jeans and high top shoes might be a good idea. Above all, BRING YOUR SWIMMING CLOTHES!! There's a pool at College Inn and, of course, the San Marcos River, which flows through the center of campus, is 72 degrees the year round.

RECREATION

The seminar schedule is somewhat crowded, but there is ample time for the early morning joggers, tennis freaks, and swimmers. San Marcos is extremely hilly so bring good walking shoes. Handball, racquetball, basketball, etc. are available in SWT's new Jowers Center.

SEMINAR GUESTS/FAMILIES

It is a policy of the seminar that guests and family members are not allowed to attend seminar sessions or meals. Family members may be housed in the College Inn at additional charges of \$8 per person per night plus a one time \$2 linen charge. This is discouraged, however, in that it is hoped that all participants will spend time interacting with one another during the seminar schedule. It is anticipated that participants will not have much time to spend with family members if they are present. Such distraction can easily interfere with the seminar's impact and success. Full participation by those registered for the seminar is considered fundamental to a productive weekend.

I shall look forward greatly to seeing you in San Marcos in only a few days. Please call me if I can be of any assistance. I would particularly like to know if you will be arriving by plane and need transportation to the campus. Our staff will be happy to help!

Sincerely,

Stayton A. Wood
Assistant Dean of Student Life
Director of Student Development

April 24, 1978

Dear Colleague:

The Commission on Educational Programs and Services of the Association of College Unions-International in cooperation with the Lyndon Baines Johnson Center at Southwest Texas State University is sponsoring an area seminar on Effective Leadership/Management of College Union and Student Activities Programs on the SWT campus August 11-13, 1978. This Friday-Sunday workshop promises to be an outstanding opportunity for students and staff from this general area of the country to become acquainted and to explore together shared concerns prior to the beginning of the 1978-79 academic year.

Those of us in the southwest have historically been eager to convene in the summer and benefit from each other's experiences, perceptions, and expertise. I am delighted to be able to encourage this type of interaction once again during the summer of 1978. The Commission is coordinating similar seminars in all parts of the country with the ultimate goal of providing such learning opportunities within a reasonable distance of most member institutions.

The seminar will begin on Friday, August 11, shortly after the noon hour and will conclude on Sunday afternoon, August 13. All meetings will be held in the LBJ Memorial Student Center on campus with housing and meal accommodations in SWT residence halls and dining facilities. Registration for the entire seminar, including meals, housing, and supplies, is \$90 per person. Every effort has been made to insure a productive, comfortable experience at a minimum cost.

San Marcos is located 28 miles south of Austin in central Texas on Interstate 35. It is easily accessible from most southwestern and mid-America locations either by car or by plane. The airports in Austin and San Antonio are each about 35 miles from campus. Those arriving by plane can be met and returned to the airport.

As you know, I have an enduring reputation of enthusiasm for summer workshops: but this seminar is particularly important to me. It represents support for significant national effort by the Association; it represents a continuation and expansion of a long-standing tradition by students and staff in this area to utilize time in the summer for renewal and preparation for the new year; and most importantly, it creates a setting for individuals from a wide variety of campuses, large and small, two and four year, residential and commuter, to explore in more depth than ever before the nature, value, and methods of their work and activity.

I am most hopeful that you will discuss this seminar with your students and staff and that you will be able to send delegates representing both groups

as participants. I feel confident that you will realize many positive benefits personally and professionally.

Enclosed are brochures and registration forms which you may return to me or to the Central Office of ACU-I in California. Please do so as quickly as you can so that we can communicate with you in detail prior to the seminar. I shall look forward to welcoming you to the Texas Hill Country and to the SWT campus in August!

Sincerely,

Stayton Wood
Director of Student Development

AREA SEMINAR A-8
EFFECTIVE LEADERSHIP/MANAGEMENT OF COLLEGE UNION/STUDENT ACTIVITIES PROGRAMS
Information Sheet: Southwest Texas State University-San Marcos, Texas

The following information is provided for individuals who have registered for Area Seminar A-8, the Seminar focusing on Effective Leadership/Management of College Unions/Student Activities Programs to be held August 11-13, 1978, at the Lyndon Baines Johnson Memorial Student Center at Southwest Texas State University in San Marcos, Texas.

HOST COORDINATOR: The Host Coordinator for Area Seminar A-8 is Stayton Wood, Director of Student Development at Southwest Texas State University. His address is: c/o LBJ Memorial Student Center; Southwest Texas State University; San Marcos, Texas 78665. His telephone number is: (512) 245-2264.

SEMINAR SCHEDULE: The Seminar program will begin at 1:00 p.m. on Friday, August 11, and conclude by 2:00 p.m. on Sunday, August 13. An on-site registration booth will be staffed beginning at 10:00 a.m. on August 11 in the LBJ Room of the LBJ Center, first floor South Wing. Registrants interested in tours of the LBJ Center of Southwest Texas State University should contact Stayton Wood prior to arrival. An optional tour of the Texas Hill Country including Wimberley, Luckenbach, and the Guadalupe River Road to New Braunfels will be on Friday morning, August 11. Registrants interested must make reservations with Stayton Wood prior to August 4. The tour will leave the LBJ Center at 8:00 a.m. and return by noon.

DIRECTIONS TO THE LBJ CENTER: The following directions are designed to assist registration with easy location of the LBJ Center: Exit Interstate 35 at the Southwest Texas State University exit. The campus will be clearly visible to the west of the highway. Drive toward campus until arriving at LBJ Drive. Turn on LBJ Drive toward the campus and go to the first stoplight. Turn right at the light and go one block. There will be designated point at the end of the street for workshop participants. Complete information will be available at this location (The LBJ Room of the LBJ Center) for housing and other workshop detail.

PARKING INFORMATION: Workshop participants will have designated parking adjacent to Residence Halls for the duration of the workshop. Details will be provided on arrival.

HOUSING INFORMATION: All seminar participants will be housed in University Residence Halls located near the LBJ Center. Meals will be taken in University Dining Halls. Information regarding residence hall locations will be provided in the LBJ Room on arrival. Enclosed campus maps and brochures describe facilities in which the workshop will be held.

SEMINAR SITE: The Seminar will be held in the recently completed LBJ Memorial Student on the SWT campus. In addition to the modern meeting facilities of the LBJ Center, participants will have access to a multitude of recreational opportunities on the SWT campus. Newly completed Jowers Recreation/Physical Education Center provided handball, racquetball, basketball, weight rooms, saunas, and jogging tracks. The nearby San Marcos River at Sewell Park affords the chance for a leisurely swim in the 72 degree waters or an afternoon trip.

There is also tennis and frisbee golf! During the seminar, participants will be given the chance to experience the real Texas Hill country at the University's ranch along the Blanco River at Wimberley. Bring lots of casual, outdoor oriented clothes!!

Participants planning to fly to the seminar should make reservations on Texas International, Braniff, Southwest, or Continental to either Austin or San Antonio. If notified in advance, transportation will be provided to the campus.

May 3, 1979

TO: Members of Regions 11, 12, 13

FROM: Stayton Wood
Commission on Educational Programs and Services
Association of College Unions-International

SUBJECT: ACU-I Seminar: Creative Program Planning and Management
August 10-12, 1979

This summer on the dates of August 10-12, 1979, Southwest Texas State University will once again host a summer seminar as a part of the Association of College Unions-International, Commission on Educational Programs and Services, overall thrust of special interest workshops. The seminar at SWT will focus on Creative Program Planning and Management and will be designed for student and staff participation.

Utilizing union professionals from the area and special guest consultants representing a variety of specialized skills, the seminar will be an intensive experience focusing on establishing a philosophical base for programming, exploring the topic of creativity and its application to program design, determining goals for programming, investigating specific student and staff roles in the programming process, and identifying approaches to better utilizing programming resources. The seminar program will be geared for appeal to new staff and student leaders, but it will also offer a more in-depth exploration of topics for those persons who may have attended similar sessions in previous years.

Enclosed is a brochure with registration form which more clearly outlines the orientation of this year's seminar. It is the intent of the program to attract individuals from the southern and western areas of the country. Southwest Texas State University is located 28 miles south of Austin and 40 miles north of San Antonio. Air service to either of these cities is convenient from most parts of the country. The campus is easily accessible by car in that it is located approximately two miles off Interstate 35.

Housing for the seminar will be in university residence halls. The cost of room and board is included in the \$100 registration fee. Costs for additional night's lodging will need to be assessed separately. Every effort has been made, however, to maintain a low cost and high quality for the entire seminar experience.

It is my personal hope that we might have once again a large representation of institutions attending the seminar this year. I encourage each of you to send students and staff and to contact neighboring campuses or friends in your area and inform them of the seminar. Nonmember institutions are most welcome also, although there is an additional \$40 assessment for these campuses.

If you have questions regarding the seminar, please contact me (512/245-2264) and I shall be pleased to discuss the program with you. I shall look forward to welcoming many of you to the Texas Hill Country in August for an outstanding learning experience!

cc: Susan Clagett

Appendix A-5

WORKSHOP DESIGN FORMAT

DESCRIPTION OF WORKSHOP DESIGN

Region 12 Conference Workshop
Hot Springs, Arkansas
August 7-10, 1975

Date, Time Bloc Workshop Organization.	Session Goals	Supplies/Equipment	Inclusive Time Format
THURSDAY, AUGUST 7 4:00-6:00 p.m.			
Registration and Check-in			
THURSDAY, AUGUST 7 6:00-7:00 p.m.			
Dinner			
THURSDAY, AUGUST 7 7:00-7:45 p.m.	1. To give a broad overview of workshop and background on Core Team. 2. To acquaint participants with resources and organization of materials in workshop. 3. To review Interest Inventories indicating general interest areas. 4. To introduce workshop participants to one another. 5. To share workshop goals and workshop organization. 6. To clarify any tactical needs for the workshop.	1. Written summary of workshop goals and interest inventories for notebook. 2. Art pad sheets with information posted on walls.	<u>45 minutes</u> Informal presentation will be conducted as general session with all conference delegates.
Session: OVERVIEW			
Workshop: Organizational Bloc: INTRODUCTION			
THURSDAY, AUGUST 7 7:45-8:15 p.m.	1. To facilitate communication among individuals in a new group setting. 2. To set a tone and atmosphere for approaching the overall philosophical base of college unions. 3. To establish commonalities in terms used throughout the workshop. 4. To provide a form of icebreaker utilizing workshop participants. 5. To provide a controlled listening situation.	Watch with sweep second hand to time discussions.	<u>30 minutes</u> <u>Format:</u> Talking Duos Words should be selected that are compatible with topics which will be covered during the workshop. Samples: college union, why program?, the college union philosophy, training, volunteer, etc.
Session: CONVERSATIONS TO BE CONTINUED			
Workshop Organizational Bloc: THE COLLEGE UNION PHILOSOPHY			

Date, Time Bloc Workshop Organization	Session Goals	Supplies/Equipment	Inclusive Time Format
THURSDAY, AUGUST 7 8:15-9:15 p.m. Session: SHADES OF DIFFERENCE: ISSUES UNDERLYING THE COLLEGE UNION PHILOSOPHY Workshop Organizational Bloc: THE COLLEGE UNION PHILOSOPHY	1. To engage in an exchange of concepts of the college union philosophy. 2. To introduce underlying philosophies and purposes of the college union. 3. To expose participants to some of the controversies and conflicts implicit in a discussion of union philosophy. 4. To acquaint workshop participants with some of the concepts which will be discussed in later workshop sessions. 5. To provide opportunity for small group work and new acquaintances.	1. Agree-Disagree instrument for each participant. 2. Pencils 3. Blackboard, chalk and eraser or art pad for tally of results. 4. Set of small group assignments. Approx. 5-6 persons per group.	<u>60 minutes</u> <u>Format:</u> Agree-Disagree Participants complete forms individually and work in small groups to determine areas of agreement and disagreement and identify underlying issues. Focus should be on <u>content</u> of the discussion. General feedback follows small groups.
THURSDAY, AUGUST 7 9:15 p.m. on Social Period			
FRIDAY, AUGUST 8 8:00-9:00 a.m. Breakfast			
FRIDAY, AUGUST 8 9:00-10:00 a.m. Session: A PERSPECTIVE OF THE COLLEGE UNION Workshop Organizational Bloc: THE COLLEGE UNION PHILOSOPHY	1. To chronicle the historical development of the college union. 2. To convey underlying philosophies and purposes of the college union. 3. To describe the organization of the ACU-I and its resources. 4. To introduce the ACU-I library. 5. To provide a general backdrop for discussions on the college union program which will follow.		<u>60 minutes</u> <u>Format:</u> Lecturette involving general overview and discussion with participants. Explore possibility of ACU-I media presentation from the Central Office.
FRIDAY, AUGUST 8 10:00-11:30 a.m. Session: WHY PROGRAM? Workshop Organizational Bloc THE COLLEGE UNION PROGRAM	1. To develop a rationale and priorities for programming. 2. To share philosophies and goals in programming with others in small group discussions 3. To expose participants to consultation with other groups.	1. Art pad sheets and felt markers for use in recording small group discussion information. 2. Set of small group breakdown.	<u>1 hour and 30 minutes</u> <u>Format:</u> Prioritizing Facilitator provides introductory remarks and explanation of the first part of the task.

Date, Time Bloc Workshop Organization	Session Goals	Supplies/Equipment	Inclusive Time Format
10:00-11:30 a.m. cont.	4. To discover common areas of agreement in program philosophy. 5. To expose participants to group decision-making. 6. To specify goals by writing criteria for accomplishment. 7. To demonstrate ways goals can be made defineable, usable, and measurable. 8. To indicate a means of evaluating program efforts. 9. To indicate ways goals and objectives can be included in sequential planning.	3. Art pad or blackboard for listing of sample goals in introductory comments.	Participants meet in cluster groups to develop a list of 8 goals for programming which are then ranked in priority order. Two groups combine, discuss, and develop a joint priority listing of 5 goals. Feedback is given to the total group. Examination of the process of joining a second group should be part of the total group discussion. Combined groups should reform and select 2 goals to use in developing a list of 5 criteria which would be listed to demonstrate a basis for accomplishing each goal. A form would be provided to help in structuring the groups responses. Wrap-up discussion would conclude session.
FRIDAY, AUGUST 8 11:30-12:30 p.m. Session: SOCIAL INFLUENCES AND TRENDS IN PROGRAMMING Workshop Organizational Bloc: THE COLLEGE UNION PROGRAM	1. To acquaint participants with resources in higher education. 2. To identify resources among fellow participants. 3. To observe and comment personally on issues and trends in higher education. 4. To consider the affect of social issues on the college union.	1. Set of small group group breakdowns. 2. Set of short, effective articles reflecting trends in higher education to give to each group member (from Chronicle of Higher Ed, NY Times, Time, Newsweek, etc.)	<u>60 minutes</u> <u>Format:</u> Each small group would receive a separate article. After reading, the groups would be asked to identify trends/issues and to spend some time talking among themselves agreeing and/or disagreement with the article and one another. Towards the end of the hour the groups would be asked to focus on implications that their discussions and the content of the article has for programming. As the groups adjourn for lunch they are asked to continue their conversations.
FRIDAY, AUGUST 8 12:30-1:30 p.m. Lunch			

Date, Time Bloc Workshop Organization	Session Goals	Supplies/Equipment	Inclusive Time Format
FRIDAY, AUGUST 8 1:30-2:00 p.m.	1. To summarize the nature of the issues/trends identified by the groups.		<u>30 minutes</u>
Session: WRAP-UP DISCUSSION OF SOCIAL INFLUENCES AND TRENDS IN PROGRAMMING	2. To make some general comments about the origins or trends, trends vs. fads, predicting trends.		<u>Format:</u> General group discussion
Workshop Organizational Bloc: THE COLLEGE UNION PROGRAM	3. To begin relating trends to program specifics and provide transition into discussion on creativity/creative programming.		
FRIDAY, AUGUST 8 2:00-2:30 p.m.	1. To introduce the workshop library.	1. Resource listing of materials every programmer should know.	<u>30 minutes</u>
Session: A PRIMER FOR PROGRAMMERS	2. To identify valuable resources for programmers (e.g., newspapers, magazines, TV programs, etc.)	2. Copies of <u>UG</u> and <u>Program Companion</u> .	<u>Format:</u> Lecturette covering important program resources. Perhaps introduce session by listing of good program ideas generated from a common source which is often overlooked. Use group to contribute ideas/resources for program ideas.
Workshop Organizational Bloc: THE COLLEGE UNION PROGRAM	3. To share copies of <u>The Uncommon Guide</u> and the <u>Program Companion</u> .		
	4. To sensitize participants to readily available, local resources.		
FRIDAY, AUGUST 8 2:30-3:30 p.m.	1. To stimulate programming ideas in conjunction with the Bicentennial.	1. Listing of quotations representative of a variety of American experiences.	<u>60 minutes</u>
Session: A CREATIVE APPROACH	2. To introduce the creative process within the context of programming.	2. Set of small group breakdowns.	<u>Format:</u> Provide each small group with a common set of quotations related to differing perspectives of the American Experience in light of the Bicentennial year. The small groups would be asked to develop 1 or several program ideas which are based on the specific quotation or ideas that it suggests. The groups would report back their ideas to the total group. A discussion of some of the "hidden" purposes of the session would be included (e.g., joint programming, an alternate American experience).
Workshop Organizational Bloc: THE COLLEGE UNION PROGRAM	3. To consider opportunities for collaboration with other union and university groups.		
	4. To introduce the concept of the "hidden agenda" within a program plan.		
FRIDAY, AUGUST 8 3:30-3:45 p.m.	1. To summarize the events which have preceded.		
Session: Summary	2. To preview the evening's session.		
	3. To outline some options for the recreation period.		

Date, Time Bloc Workshop Organization	Session Goals	Supplies/Equipment	Inclusive Time Format
FRIDAY, AUGUST 8 3:45-6:00 p.m.			
Free Time			
FRIDAY, AUGUST 8 6:00-7:00 p.m.			
Dinner			
FRIDAY, AUGUST 8 7:00-9:30 p.m.	1. To provide information and consultation in specialized areas of programming. 2. To utilize the expertise of staff members within Region 12.	List of minisessions and rotation plans.	<u>2 hours and 30 minutes</u>
Session: MINISESSIONS ON SPECIFIC PROGRAMMING AREAS			<u>Format:</u> General introduction and explanation of session, followed by 4 thirty minute rotations. The following topics will be covered: outdoor recreation, daytime programming, minority student programming, concerts, publicity/promotion, low cost entertainment, program evaluation, speaker/lecture series, films, noncredit classes, academically-related programs, special student constituencies, two-year college programs, video tape, special programs (e.g., festivals, homecomings, etc.)
Workshop Organizational Bloc: THE COLLEGE UNION PROGRAM			
FRIDAY, AUGUST 8 9:30 p.m. on			
Social Period			
SATURDAY, AUGUST 9 8:00-9:00 a.m.			<u>60 minutes</u>
Breakfast			
SATURDAY, AUGUST 9 9:00-9:15 a.m.	1. To establish a working definition of the term "process concerns." 2. To view programming as a process. 3. To identify some common process concerns affecting the union programs.		<u>15 minutes</u>
Session: INTRODUCTION AND EXPLANATION OF PROCESS CONCERNS			<u>Format:</u> Lecturette with participant involvement. Provide background for discussions and sessions to follow.
Workshop Organizational Bloc: THE PROCESS OF PROGRAMMING			

Date, Time Bloc Workshop Organization	Session Goals	Supplies/Equipment	Inclusive Time Format
SATURDAY, AUGUST 9 9:15-10:15 a.m. Session: THE STUDENT- STAFF PARTNERSHIP Workshop Organizational Bloc: THE PROCESS OF PROGRAMMING	1. To examine the elements of the student-staff partnership. 2. To identify the roles that students and staff fulfill both independently and jointly 3. To provide a basis for clarifying functions to alleviate confusion and misunderstanding.	1. Rating of student-staff roles. 2. Set of small group assignments. 3. Blackboard to tally results of discussion.	<u>60 minutes</u> <u>Format:</u> Rating of Role Descriptions Participants individually complete the rating form, break into small groups and tally to determine the level of agreement and disagreement. The groups then report back to the large group.
SATURDAY, AUGUST 9 10:15-10:30 a.m. Coffee Break			<u>15 minutes</u>
SATURDAY, AUGUST 9 10:30-11:00 a.m. Session: MANAGEMENT OF A GROUP: ASSESSMENT OF GROUP NEEDS Workshop Organizational Bloc: THE PROCESS OF PROGRAMMING	1. To establish a sensitivity to the personal needs of group members. 2. To identify some reasons why persons join an organization. 3. To determine the general make-up of a group based on individual needs.	1. Needs survey from Wisconsin Summer Course 2. Needs Survey Summary from Wisconsin Summer Course	<u>30 minutes</u> <u>Format:</u> Conduct a short self-test of the participants to assess their personal needs for participation in the union organization. Compare results with Wisconsin Survey results and conduct general discussion of the significance of understanding the individual and group needs so that the leader can operate with a fuller understanding of his/her membership.
SATURDAY, AUGUST 9 11:00-12:00 Noon Session: MANAGEMENT OF A GROUP: RECRUITING AND RETAINING THE VOLUNTEER Workshop Organizational Bloc: THE PROCESS OF PROGRAMMING	1. To examine some difficulties in recruiting and retaining volunteers. 2. To explore the rationale for students becoming involved in the union and the developmental responsibilities of the College union. 3. To examine issues from varied viewpoints. 4. To experience an exercise in problem solving	1. Blackboard to explain exercise. 2. Art pad sheets and felt pens for groups to record discussion. 3. Set of small group assignments.	<u>60 minutes</u> <u>Format:</u> Force Field Exercise General introduction of the exercise as a means of examining a problem. Have small groups work on separate problems of recruiting and retaining student volunteers. Groups should develop list of propelling and restraining factors. Exercise should then be redirected to have groups examine their restraining factors and develop solutions which would alleviate the situation.

Date, Time Bloc
Workshop Organization

Session Goals

Supplies/Equipment

Inclusive Time Format

SATURDAY, AUGUST 9
12:00 Noon-1:00 p.m.

60 minutes

Lunch

SATURDAY, AUGUST 9
1:00-2:15 p.m.

Session: MANAGEMENT OF A
GROUP: LEADERSHIP STYLES
AND DECISION MAKING

Workshop Organizational
Bloc: THE PROCESS OF
PROGRAMMING

1. To clarify a variety of leader-
ship styles and methods of decision-
making which can be effective in
a group
2. To sensitize participants to the
components/elements of group
process.
3. To develop the skill of select-
ing the appropriate leadership
style for the situation.

1. Blackboard for intro-
ductory discussion.
2. Handout materials.
3. Self-test for partici-
pants to assess per-
sonal style of
leadership.

60 minutes

Format: Lecturette with general
information on subject. Im-
portant to give examples for
clarification. Give self-
test to participants and help
tally results.

SATURDAY, AUGUST 9
2:15-3:30 p.m.

Session: MANAGEMENT OF A
GROUP: PROBLEM-SOLVING
FEEDBACK

Workshop Organizational
Bloc: THE PROCESS OF
PROGRAMMING

1. To define and describe specific
group roles and their effect
on group behavior.
2. To understand some phenomena
which occur in group interaction
(e.g., competition, polariza-
tion, etc.)
3. To view an active group in
process.
4. To sensitize participants to the
types and methods of getting
and giving planned feedback.

Handouts on group roles
and feedback.

1 hour and 15 minutes

Format: Case study to be de-
veloped. Also consider, sentence
completion exercise as an ap-
proach or as a handout.

SATURDAY, AUGUST 9
3:30-4:15 p.m.

Session: MANAGEMENT OF A
GROUP: CHARACTERISTICS
OF AN EFFECTIVE LEADER
AND AN EFFECTIVE GROUP

Workshop Organizational
Bloc: THE PROCESS OF
PROGRAMMING

1. To describe a model group leader
and a model group and to reach
consensus on the qualities.
2. To experience the process of
consensus seeking as a technique
for problem-solving
3. To summarize many of the concepts
discussed in the "process" bloc
of the workshop.

Two sets of priority
ranking.

Set of group assignments

45 minutes

Format: Ranking Exercise

Participants should first rank-
order a list of qualities of an
effective group (and qualities
of an effective leader) in-
dividually. Each person receives
only one of the lists. Then in
small groups effort is made to
develop a group consensus based
on discussion and compromise.

SATURDAY, AUGUST 9
4:15-4:30 p.m.

1. To provide some practical guide-
lines for effectively managing
a group.

Handout materials

15 minutes

Date, Time Bloc Workshop Organization	Session Goals	Supplies/Equipment	Inclusive Time/Format
Session: MANAGEMENT OF A GROUP: HELPFUL HINTS Workshop Organizational Bloc: THE PROCESS OF PROGRAMMING SATURDAY, AUGUST 9 4:30-6:30 p.m. Free Time	2. To provide some useful, take-home material. 3. To provide a lead-in to the design and content of a training program.		<u>Format:</u> Lecturette with group discussion <u>2 hours</u>
SATURDAY, AUGUST 9 6:30-7:30 p.m. Dinner			<u>60 minutes</u>
SATURDAY, AUGUST 9 7:30-8:00 p.m. Session: AN APPROACH TO PLANNING A TRAINING PROGRAM Workshop Organizational Bloc: THE PROCESS OF PROGRAMMING	1. To introduce the concept of training as a responsibility of the union. 2. To develop a step-by-step approach to planning as applied to a training program. 3. To suggest a model program which has transfer value for participants.	1. Blackboard for introductory comments 2. Art pad sheet with steps listed, also included in notebook.	<u>30 minutes</u> <u>Format:</u> Lecturette with overview of an approach to planning and a basic method for developing a training program.
SATURDAY, AUGUST 9 8:00-9:15 p.m. Session: DEVELOPING AN INVENTORY OF TRAINING NEEDS Workshop Organizational Bloc: THE PROCESS OF PROGRAMMING	1. To acquaint participants with the components of a training program. 2. To suggest an ordered approach for presenting information (e.g., from general to specific). 3. To relate the theory of training to the practicality of participants, individual college situations. 4. To provide for individual and group consultation.	1. Basic outline sheets for use in small groups. 2. Set of small group assignments	<u>1 hour and 15 minutes</u> <u>Format:</u> Each individual will be provided with a basic form outlining some general categories (e.g., The College Union, The University, The Individual College Union, Program-Related Concerns, Process-Related Concerns, How-to-do-it Information, etc.). Under each category the individual should list specific training needs which would be important to cover in each area. Then small groups would be formed so that students and staff from the same union could work together and compare their lists. These small groups would then join

Date, Time Bloc
Workshop Organization

Session Goals

Supplies/Equipment

Inclusive Time/Format

another small group from another school to compare and share ideas. Groups would then report back to the total group, and as part of the summary the group leader should clarify the important of various types of training needs.

SATURDAY, AUGUST 9
9:15 p.m. on

Social Period

SUNDAY, AUGUST 10
7:30-8:30 p.m.
Breakfast

SUNDAY, AUGUST 10
8:30-11:00 a.m.

Session: ROUND ROBIN ON
SPECIFICS IN TRAINING

Workshop Organizational
Bloc: THE PROCESS OF
PROGRAMMING

1. To explore specific components of the training process.
2. To suggest some formats for implementing a training program.
3. To provide for individual consultation on training concerns.

60 minutes

2 hours and 30 minutes

Format: General introduction followed by 4 round robin special interest sessions. Each participants will be assigned to a group and will rotate to each of the sessions at 1/2 hour intervals. The topics will be: Plan of Action (goal setting and evaluation), Contracting (payoffs and expectations of participants in the organization), Roadmapping (timeline for training, calendar year), Formats for Training (exercises/approaches/methods).

SUNDAY, AUGUST 10
11:00-11:30 a.m.

Session: THE STATE OF THE
REGION

1. To acquaint participants with programs and plans for Region 12.
2. To acquaint participants with the organizational structure and opportunities for involvement.

30 minutes

Format: Lecturette

305

Date, Time Bloc Workshop Organization	Session Goals	Supplies/Equipment	Inclusive Time/Format
SUNDAY, AUGUST 10 11:30-12:00 Noon Session: WRAP-UP AND EVALUATION OF THE WORKSHOP Workshop Organizational Bloc: CONCLUSION	1. To assess the workshop in terms of goals, organization and process concerns established in the "Overview" 2. To allow participants an opportunity to personally evaluate the workshop experience. 3. To provide closure to the workshop program.	Art pad sheets on wall Evaluation forms	<u>30 minutes</u> <u>Format:</u> Lecturette with involvement by participants.

Appendix A-6

SAMPLE TRAINING PROGRAM SCHEDULES

The Texas Union
Fall 1975 TUPC Retreat

Workshop Schedule

SATURDAY, SEPTEMBER 6, 1975

8:15 a.m.	Leave Austin from parking lot of Ex-Students Association.	
8:45 a.m.	Arrive at YWCA Camp Glen Garrie, unload cars. Continental breakfast in meeting room.	
9:00 a.m.	<u>Overview of the Workshop.</u>	Susan
9:20 a.m.	<u>Management of a Committee:</u> Paired Conversations.	Karen
9:50 a.m.	<u>Management of a Committee:</u> Identifying Some Models.	Charles, Susan
11:00 a.m.	<u>Management of a Committee:</u> Problem-Solving.	Karen
12:00 Noon	Lunch.	
1:00 p.m.	<u>Management of a Committee:</u> Zeroing in on Problems.	Hal
2:00 p.m.	<u>Management of a Committee:</u> Getting and Giving Feedback.	Jean, Teresa
3:00 p.m.	<u>Management of a Committee:</u> A Touch of Reality.	Charles
4:00 p.m.	Free time.	
6:00 p.m.	Dinner. A special home-cooked bar-be-que dinner will be featured.	
7:30 p.m.	<u>Creativity in the Union Program.</u>	Hal
9:30 p.m.	Social/conversation period.	

SUNDAY, SEPTEMBER 7, 1975

8:00 a.m.	Breakfast.	
8:30 a.m.	<u>Training the Committee Member:</u> Training in Turn.	Susan
10:00 a.m.	<u>Program Specifics:</u> Evaluation.	Teresa
10:30 a.m.	Coffee break.	
10:45 a.m.	<u>Program Specifics:</u> Publicity.	Scott

11:15 a.m.	<u>Program Specifics:</u> The Texas Tavern.	Hal
11:30 a.m.	<u>The TUPC as Part of the Texas Union:</u> A Preview of the 1975-76 Year.	Shirley
12:30 p.m.	Lunch.	
1:30 p.m.	<u>The TUPC as Part of the Texas Union:</u> The Texas Union Board of Directors.	Shirley & Board Members
2:15 p.m.	<u>Program Specifics:</u> The American Experience Sequence.	Teresa
2:45 p.m.	<u>Program Specifics:</u> TUPC Check-In.	Nancy
3:15 p.m.	Workshop Wrap-Up.	Susan
3:30 p.m.	Clean-up and departure.	

TEXAS UNION PROGRAM COUNCIL
Spring Workshop Retreat
May 15-16, 1975

Workshop Schedule

THURSDAY, MAY 15, 1975

- | | | |
|------------|---|------------------|
| 8:15 a.m. | <u>Departure.</u> Car caravan departs from the Alumni Center parking lot. | |
| 9:00 a.m. | <u>Arrive at YWCA Camp and Continental Breakfast.</u> Unload cars and have donuts, coffee, and juice in the meeting room. | |
| 9:30 a.m. | <u>Introduction:</u> An Overview of the Workshop. | Susan |
| 9:45 a.m. | <u>The College Union:</u> The Origin and Philosophy of the College Union. | Shirley |
| 10:15 a.m. | <u>The College Union:</u> Issues Underlying the College Union Philosophy. | Karen |
| 11:00 a.m. | <u>The Texas Union:</u> An Historical Perspective of the Texas Union. | Susan |
| 11:20 a.m. | <u>The University of Texas at Austin and the Texas Union:</u> An Introduction to the Organization and Operation of the Texas Union. | Shirley |
| 12:40 p.m. | <u>Lunch.</u> | |
| 2:00 p.m. | <u>Program Planning:</u> Why Program? | Susan |
| 3:30 p.m. | <u>Program Planning:</u> Program Ideas Are Where You Find Them. | Charles,
Jean |
| 4:30 p.m. | <u>Free Time.</u> Volleyball, frisbees, and playing cards are all available for recreation | |
| 6:15 p.m. | <u>Dinner.</u> Travel to the Catfish Parlour for an all-you-can-eat dinner of catfish or chicken. | |
| 7:30 p.m. | <u>The Process of Programming:</u> The Student-Staff Partnership. | Hal |
| 8:00 p.m. | <u>The Process of Programming:</u> The Management of a Committee. | Hal |
| 10:00 p.m. | <u>Information conversation/beer/snacks.</u> | |

FRIDAY, MAY 16, 1975

- | | | |
|-----------|---|--|
| 8:00 a.m. | <u>Breakfast.</u> Coffeecake, juice, coffee, and fruit will be available in the meeting room. | |
|-----------|---|--|

8:30 a.m.	<u>Program Planning: Individual Committee Goals for 1975-76.</u>	Karen
11:00 a.m.	<u>The Process of Programming: A Personal Agenda.</u>	Teresa, Hal
12:00 Noon	<u>Lunch.</u>	
1:00 p.m.	<u>Program Planning: A Perspective on Joint Programming</u>	Charles, Teresa
2:00 p.m.	<u>Program Planning and the Process of Programming: The Total Cycle of Training.</u>	Susan, Charles
2:45 p.m.	<u>Program Planning: The 1975-76 Calendar Year.</u>	Hal
	<u>Program Planning: Publicity and Calendar Deadlines.</u>	Fran
	<u>Program Planning: TUPC Business.</u>	Nancy
	<u>Wrap-up of the Workshop.</u>	Susan
3:30 p.m.	<u>Departure.</u>	

Creative Program Planning and Management
Area Seminar
Schedule for Presenters
SWT
August 10-12, 1979

TIME	FRIDAY	SATURDAY	SUNDAY
8:00 a.m.		Breakfast	Breakfast
8:30 a.m.		SESSION: Organizational Management--Dr. Smith (SAW to introduce)	
9:00 a.m.	Registration (College Inn)		Each group introduced Session: TWO TRACK 1. Training--SAW/Susan 2. Programming/Food-- Hal, Judy
10:30 a.m.			Refreshment Break
10:45 a.m.			Session Continue
11:30 a.m.		Session: Reaction Groups-- a. Planning Cycle--SAW b. Filing--Susan c. Reality Test--Judy d. Job Procedures--Rick e. Job Descriptions-- LHS	
12:00 noon			Wrap-up and Evaluation
12:15 p.m.	Lunch on own	Picnic in Park fol- lowed by recreation	
12:30 p.m.		(Participants urged to walk by groups accord- ing to position to park)	Lunch
1:00 p.m.	Overview session--SAW		
2:00 p.m.		Session: Creativity Charles Pace (Susan to introduce)	
2:30 p.m.	The College Union--SBP		
3:30 p.m.	Refreshment Break	Refreshment Break	
3:45 p.m.	Session: Why Program Susan Standards for Programming	Creativity continues	
5:30 p.m.		Return to College Inn	
6:00 p.m.	Dinner	Buses to Ranch	
7:00 p.m.	Special Interest Ses- sions (Hal to coordi- nate)	Barbeque at Ranch	
9:30 p.m.	Social Hour at Woods	First buses return	

Appendix A-7

SAMPLE TRAINING PROGRAM TIMELINES

TEXAS UNION PROGRAM COUNCIL
1976-1977

May-September Orientation Calendar

<u>Date</u>	<u>Program</u>
Week of March 21	<u>First Meeting of the 1976-77 Texas Union Program Council.</u> An opportunity to get acquainted with other chairmen, to review the spring orientation schedule and the 1976-77 TUPC calendar. <u>Individual Meeting with Program Staff Advisors.</u> Chairmen will have an opportunity to talk informally with the staff advisor working with their committee program area and to review some of the expectations for 76-77 chairmen during the Spring, 1976 semester.
Week of March 21 and 28	<u>Individual Meetings with 1975-76 Committee Chairmen.</u> An important opportunity for new chairmen to meet with the current chairmen to discuss the organization and structure of the committee resources, program plans and implementation, evaluation of the current year's activities, etc. Chairmen are urged to meet on several occasions during this time period. <u>Personalized Tour of the Program Office.</u> In order to better acquaint chairmen with the organization, operation, services and equipment available in the Program Office, chairmen are asked to call Laine Farley at 471-5653 to set up a 15 minute time period when Laine can personally show you what is available for your use.
Thursday, March 25	<u>Informal Reception for Newly Selected Student Leaders for 1976-77 with Members of the Board of Regents.</u> 1976-77 TUPC members will receive personal invitations to attend this informal gathering from 7:30 to 9:00 p.m. at the Michener Gallery, first floor of the Humanities Research Center. RSVP at 471-
Week of March 28	<u>Second Meeting of the 1976-77 TUPC.</u>
March 28-31	<u>Association of College Unions--International (ACU-I) Conference in Kansas City.</u> Several Texas Union Program Staff Advisors will be attending the ACU-I Conference and will be out of the office during this period. Please check with your advisor to learn their schedule.

Month of April

Hard Hat Tour of Union West. 1975-76 and 1976-77 Texas Union Program Council Members and Texas Union Staff will be invited to take a special tour of the Union building to see the progress of the remodeling project.

Week of April 4

Individual Meeting with Program Staff Advisors. Each 1976-77 TUPC member will meet with his/her staff advisor to discuss an outline committee objectives. The staff advisor will work with chairmen to help clarify general goals and program plans for 1976-77.

Wednesday, April 7

Attend Texas Union Board of Directors Meeting with 1975-76 TUPC. The 1975-76 TUPC has been invited to meet with the Union Board to discuss the efforts of the Council and individual committee this past year. New chairmen will be introduced to the Board at this meeting.

Friday, April 9

Social Get Together and Dinner with the 1975-76 TUPC. Both Councils will have an opportunity to meet together in an informal setting. Dinner will be at Susan Claggett's home.

Saturday, April 10

UT Interaction Retreat for Newly Selected 1976-77 Student Leaders. Members of the 1976-77 TUPC will receive individual invitations to participate in this one-day retreat scheduled from 8:00 a.m. to 5:00 p.m. in the Alumni Center. The retreat will focus on The University of Texas in an effort to provide information of importance to students active on the campus. Regent Tom Law, President Lorene Rogers, Vice-President for Student Affairs James P. Duncan, Vice-President for Business Affairs James Colvin and other members of the faculty and administration will take part in the program.

Week of April 11

Third Meeting of the 1976-77 TUPC. Included in the discussion will be the upcoming interviews for committee members, process for interviewing and selecting new members, first committee meetings, etc.

Thursday, April 15

Mandatory Orientation Session and Sign-Up for Prospective Committee Members. 4:30 and 7:00 p.m. Texas Culture Room in the Methodist Student Center, 2434 Guadalupe. Students interested in interviewing for membership on a Texas Union Committee for 1976-77 will have an opportunity to get full information and to sign up for an interview time at these meetings.

Week of April 18

Friday, April 23

Week of April 25

Week of May 2

Wednesday and Thursday,
May 19 and 20

First Six Week
Summer Session.

Second Six Week
Summer Session

Tuesday, August 17

Saturday and Sunday,
August 28 and 29

Tuesday, August 31

Thursday, September 2

Committee Member Interviews and Selection.
Specific dates and times to be announced.

Calendar Deadline for the Summer 1976 Brochure. All programs scheduled for the summer must be finalized by this date. Program Event Forms are due to be completed and submitted by 5:00 p.m.

Changing of the Guard. The time and place will be announced. Outgoing TUPC members will be honored at an informal party, incoming chairmen will officially assume their positions.

First Meetings of 1976-77 Texas Union Committees.

Second Meetings of 1976-77 Texas Union Committees.

Fourth Meeting of the 1976-77 TUPC.

Spring Retreat for 1976-77 TUPC Members. Times and location to be announced. Council members will meet for a more intense orientation designed to help them prepare for their role as a committee chairman and as a member of the Program Council.

First Summer Meeting of 1976-77 Committees.

Second Summer Meeting of 1976-77 Committees.

Deadline for September 1-15 Texas Union Calendar. Chairmen are asked to turn in the completed Program Event Forms by 12:00 Noon in the boxes provided in the Program Office.

Fall Retreat for 1976-77 TUPC Members. Times and locations to be announced. Designed to complement the two day retreat held in the spring, the fall retreat will focus on specific concerns of chairmen and information that will be of immediate importance as chairmen begin actively programming.

Deadline for September 15-31 Texas Union Calendar.

Mandatory Orientation Session and Sign-Up for Prospective Committee Members. 4:30 and 7:00 p.m. Texas Culture Room in the Methodist Student Center.

Week of September 5	<u>Committee Member Interviews and Selection.</u> Specific dates and times to be announced.
Week of September 12	<u>First Fall TUPC Meeting.</u> <u>Week of First Committee Meetings.</u>
Tuesday, September 14	<u>Deadline for October 1-17 Texas Union Calendar.</u>
Thursday, September 16	<u>UT Interaction Committee Reception for University Deans and Departmental Chairpersons.</u> TUPC members will be invited to meet these faculty members with whom they may have contact during the academic year.
Friday, September 17	<u>Union Reunion I.</u> Union chairmen and committee members will be invited to an informal social get together.
Week of September 19 or 26	<u>Individual Chairmen Meet for Personal Conversation with B.J.</u>
Wednesday, September 22	<u>Orientation Session for 1976-77 Committee Members and Chairmen.</u> The new Texas Union Director and Susan Clagett, Program Director will present an informational program designed to acquaint students with the Texas Union.

LBJ CENTER
SOUTHWEST TEXAS STATE UNIVERSITY

Program Board Time Line
1979-1980

- | | |
|-----------------------|---|
| Week of April 2, 1979 | -Summer recruitment mailer developed |
| Week of May 7 | -Make necessary adjustments in the Fall '79 Program
-Program Board to finalize summer recruitment details
-Summer program copy to printer |
| Week of May 14 | -Year end evaluation of '78-'79 year
-Staff summary for annual report. |
| Week of June 4 | -Summer school registration
-Classes begin |
| Week of June 11 | -Summer program begins
-Bulk mailing to freshmen |
| Month of July | -Summer orientation sessions
-Summer workshop for chairpeople |
| Week of August 7 | -End of summer program
-Evaluation of summer program
-ACU-I Area Seminar at SWT |
| Week of August 27 | -Workshop for Program Board, to include check-in general orientation, summer changes, committee member interview process finalized, prepare for first committee meetings, discuss fall '79 events, committee member workshop, interview techniques, general committee management
-Registration
-Classes begin |
| Week of September 17 | -General orientation session for people interested in joining committees, to include slide show of LBJ Center program and facility; presentation of the Program Board members, staff, discussion of the interview process, socializing. |
| Week of September 24 | -Committee member workshop, to include promotion, publicity, brainstorming, social, a nuts and bolts session, including student/staff partnership. |
| Week of October 1 | -Committee meetings begin.
-Committee rosters compiled
-Spring '80 program planning begins
-Seminar on time management for Program Board. |

October 12-13	-Homecoming
October 26-28	-ACU-I Region XII Conference at Houston
Week of November 5	-Changes in the Spring '80 program
Week of November 12	-Spring program sent up and approved by advisor
Week of November 19	-Thanksgiving
November 26	-Spring program proposal due to advisor
Week of December 3	-End of semester evaluation by Program Board -Committees and staff evaluate training needs -Finals -Christmas Vacation
Week of January 14	-Orientation, Registration
Week of January 28	-Announce Program Board Coordinator Position -Selection process begins
Week of February 4	-Program Board Coordinator interviews
By February 8	-Program Board Coordinator of 1980-81 announced -Training and transition period begins for old and new Program Board Coordinators
Week of February 11	-New Program Board Coordinator meets with advisor to begin mapping out goals and objectives for '80-'81.
Week of February 17	-Publicize chairperson positions available -Register for leadership development seminar
February 24	-Leadership development seminar aimed at people interested in chairperson positions
Week of February 25	-Chairperson interviews and selections
Week of March 3	-Approaches to planning and budgeting for the new Program Board -Tours of the LBJ Center and other facilities potentially used by the Program Board -Emphasis on the advantages and uses of the LBJ Center and the Program Office. -Seminar on procedures and housekeeping. -Spring Break -ACU-I National Conference
Week of April 7	-Summer program plans due -Make necessary adjustments in the Fall '80 -Family Weekend -Review Program Board OL with Board -All Campus leadership retreat

Week of April 14

- Retreat for old and new chairpeople for final "advise and consent" session.
- Draft of Fall '80 program due to advisor. Each chairperson will submit programs to the advisor for final approval through channels. There should be a cover letter explaining the overall thrust of the committee's programs, a planning guide and supporting budget, and any other appropriate support material. The Program Board will formally adopt the program proposal, or suggest revision, and it will be forwarded to the Associate Dean for Student Development.
- Summer recruitment program and letters and brochure should be readied for mailer.

Week of April 20

- Award Banquet

Appendix A-8

SEMINAR EVALUATION FORM

CREATIVE PROGRAM PLANNING AND MANAGEMENT
Seminar Evaluation

ACU-I Commission on Educational Programs and Services and the individuals involved in the coordination of the seminars on "Creative Program Planning and Management" are eager to have reactions and evaluations from participants. Your completion of this evaluation form would be greatly appreciated.

Information Regarding Registrant

- a. Indicate job title: _____
b. Note number of years on a college union or student activities staff: _____

Information Regarding the Seminar

- a. How did you learn about the seminar? (Check all appropriate items)
 _____ ACU-I Bulletin or Wire _____ Personal Conversation/contact
 _____ Regional Newsletter or Mailing _____ Other _____
 _____ Special Brochure or Mailing
 _____ Relating to the Seminar
- b. Do you feel you had adequate advance information prior to the beginning of the seminar? _____ Yes _____ No. If you would have liked additional information, please note general nature of information needed. _____
- c. Do you feel that the advance information accurately described the seminar?
 _____ Yes _____ No Comments: _____

Reactions and Evaluations. By circling the appropriate number to the right, please provide your evaluations of the seminar.

	<u>Poor</u>		<u>Average</u>		<u>Excellent</u>
a. General organization of the seminar, including flow, use of time, etc.	1	2	3	4	5
b. Balance of theory sessions or presentations with group involvement opportunities	1	2	3	4	5
c. Coverage of subject matter within the allocated time frame	1	2	3	4	5
d. Application of subject matter to the expressed interests of participants	1	2	3	4	5
e. Regarding Consultants and Resource Persons					
e-1 General knowledge of the subject	1	2	3	4	5
e-2 Ability to deal with content in an interesting manner	1	2	3	4	5
e-3 Ability to adapt content to specific interests of participants	1	2	3	4	5

e-4 General Comments Regarding Consultants and Resource Persons: _____

	<u>Poor</u>		<u>Average</u>		<u>Excellent</u>
<u>Overall Evaluation of the Seminar</u> (Circle appropriate number)	1	2	3	4	5

Least Valuable or Beneficial Aspects of the Seminar. In the space below, please note those aspects of the program which you found least valuable or helpful.

Most Valuable or Beneficial Aspects of the Seminar. In the space below, please note those aspects of the program which you found most valuable and beneficial.

General Comments or Recommendations Regarding the Seminar.

Suggestions or Recommendations Regarding the Association's Education Program. For future planning purposes, please note subject areas, locations, and/or possible resource persons for other ACU-I workshops or seminars. All suggestions will be considered.

Please return to the Seminar Coordinator. Thank you.

Appendix B-1

SUGGESTED SUPPLY LIST FOR TRAINING PROGRAM

ACU-I CORE TEAM IN COLLEGE UNION PROGRAMMING
Preconference Workshop
March 15-17, 1973

Request for Room Arrangements

Name of Program/Meeting: _____

Date of Program _____ Time: From _____ To _____

SET-UP REQUEST:

Room Arrangement

() Auditorium Style

() Classroom Style

() Conference Style

() Other (please specify: _____)

() Head Table for Panel and Speakers

() Lectern

_____ Standing

_____ Table

() Easel (# _____)

() Chalkboard (# _____)

EQUIPMENT REQUEST

_____ Duplicator

Sound Equipment

_____ Microphone (Specify

type: _____ table

_____ Lavelier)

Projection Equipment

_____ 16 mm Movie Projector

_____ Overhead Projector

_____ Screen(s)

_____ Slide Projector Specify size:

_____ Single _____ Microfiche

_____ Multiple _____ Reader

PERSONNEL REQUEST:

_____ Movie Operator

_____ Slide Projector Operator

_____ Other: _____

DIAGRAM OF REQUESTED SET-UP (Note: Include a diagram only if your request differs from the basic auditorium style illustrated in the enclosed diagram.)

OTHER COMMENTS OR DIRECTIONS: _____

Submitted By: _____ Address: _____

Return to: William Foster, University Center, Adelphi University,
Garden City, New York 77004

Deadline: Immediately!

Appendix B-2

STRATEGY FOR SMALL GROUP COMPOSITION

"The Training and Development of Students
in the Union Program Organization"

Exercise Development

The ensuing exercise format was developed for the Region 12 Student-Staff Assembly held in Hot Springs, Arkansas, August, 1975. As professional union personnel become more sophisticated in training the students pursuing their cocurricular education through the union and programming experience, more sophisticated means of individual development are needed. The ability for those of us involved in the out-of-class learning situation to develop exercises, or training experiences, that directly approach a topic concern being covered, is critical. Assistance in this development can normally be obtained from members of the counseling center staff within our own institution. Once an individual gets the feel for drafting such an exercise, it can become an asset to modifying and up-dating training workshops.

A means of breaking a large group down into several small groups in order to ensure that individuals are working in groups of different composition each time follows. Once the initial group of twenty-six people (note the examples) are separated into four small groups (assuming that you have only enough space to accommodate four small groups working at any one time), you merely use your list I to develop II. By moving downward in a vertical manner to obtain the subject, and record each subject obtained in a horizontal fashion under a different group each time, your population has been dispersed. (For example,

<u>1</u>	<u>2</u>	(GROUPS)	<u>1</u>	<u>2</u>
A	D		A	B
B	E	becomes	C	D
C	F		E	F

subjects are obtained vertically, and recorded horizontally.)

Each time a new group arrangement is desired, use the small group breakdown last or most recently used to obtain the subjects. Again, this will insure the separation of your population.

GROUPINGS

I.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
	A	B	C	D
	E	F	G	H
	I	J	K	L
	M	N	O	P
	Q	R	S	T
	U	V	W	X
	Y	Z		

II.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
A	E	I	M
Q	U	Y	B
F	J	M	R
V	Z	C	G
K	O	S	W
D	H	L	P
T	X		

III.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
A	Q	F	V
K	D	T	E
U	J	Z	O
H	X	I	Y
N	C	S	L
M	B	R	G
W	P		

EXERCISE DEVELOPMENT

Goals

1. To establish what you plan on accomplishing through the exercise.
2. To clarify the various results that might occur through the exercise.
3. To facilitate interaction among the group members as they move through the exercise.
4. To approach issues in as realistic a manner as is possible.

Group Size

Determine the number of people that can optimally participate in each group. Normally a range, for example: 5-8, will allow you flexibility in comprising the total number of groups. If you have more individuals than you can place in groups as participants, they can aid the process by serving as small group observers.

Time Required

Allow yourself enough time to provide an introduction to the exercise, complete the exercise and process the flow or results. Make sure you allot enough time to complete the third phase, the processing, as it is vital for the participants. This allows for any points of uncertainty or confusion that arise within the exercise to be clarified. Review the original purpose of the exercise and make sure the participants understand the purpose.